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ABSTRACT

This follow-up study of potential first-year teachers involved 32 undergraduates certified to teach by Washburn University (Kansas) during the fall semester of 1984, and 42 undergraduates during the spring of 1985. The data obtained from the first-year teachers were compared to their previous self-evaluation as student teachers. Cooperating teachers, university supervisors, and principals of the first-year teachers also evaluated the participants. The evaluation instrument consisted of 25 competencies in the areas of professional, instructional, and interpersonal effectivenss, rated by respondents on a Likert-type scale. At the end of student teaching the student teachers, cooperating teacher, and university supervisor completed their respective evaluations. In addition, after one year, the student teacher (now a first-year teacher), and the principal of the first-year teacher completed the appropriate instrument. Comparisons were made of responses by the student teachers and, subsequently, the beginning teachers after the first year of teaching. All data are illustrated on tables and charts. Conclusions based on the data are discussed in a section that lists each of the 25 competencies and the rating of each group of respondents on each. Copies of all the evaluation instruments for both student teachers and beginning teachers are included in the appendices. (JD)

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TEACHING COMPETENCIES DEMONSTRATED BY STUDENT TEACHERS AND FIRST YEAR TEACHERS: TABULAR ILLUSTRATIONS AND A RANKING OF THE MEAN VALUES

SUBMITTED BY

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TEACHING COMPETENCIES DEMONSTRATED BY STUDENT TEACHERS AND FIRST YEAR TEACHERS: TABULAR ILLUSTRATIONS AND A RANKING OF THE MEAN VALUES

Introduction

This follow-up study of potential First Year Teachers involved a study population of thirty-two undergraduates certified to teach by Washburn University's teacher preparation program during Fall Semester of 1984 and forty-two undergraduates during the Spring of 1985 for a total of seventy-four undergraduates. Data were obtained relative to the undergraduates' status in teaching during the 1985-86 academic school year, and concerning his/her self evaluation regarding twenty-five competencies related to the teaching-learning process. The data obtained from the first year teachers were also compared to their own self evaluation previously obtained in regards to the same twenty-five competencies applied while serving respectively as student teachers during the Fall of 1984 and the Spring of 1985. In addition, the student teaching evaluations completed during the Fall of 1984 and the Spring of 1985 by the above undergraduates' cooperating teacher(s) and university supervisor were also included. Further, the Principal that observed the respective undergraduate as a First Year Teacher was also involved in the study by assessing the readiness of the undergraduate for assuming the responsibility to teach. In order to conduct this evaluation, each Principal of the first year teacher also

applied the same twenty-five competencies as the criteria for measuring success. The above evaluative instrument contained a rating scale from 1 to 5, with 1 indicating incompetence and 5 indicating total competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency.

Twenty-four questionnaires were returned from the 74 undergraduates. Three people could not be located, thus a 34 percent rate of response was obtained from the 71 respondents that received a questionnaire. Fourteen undergraduate students indicated that they had secured a full-time teaching position. This meant that 58 percent of the 24 respondents indicated their success relative to fulfilling their expectation of entering the teaching profession. In addition, 7 undergraduate students reported that they were employed as substitute teachers throughout the school year. This participation as a substitute teacher involved 29 percent of the respondents. Therefore, 87 percent of those that responded reported that they were involved in teaching during the 1985-86 school year.

In order to create meaningful comparisons of the statistical data relative to the respective time periods involved in student teaching and again as first year teachers, the first phase of this study focused on the undergraduates of Fall Semester, 1984.

Problem Statement

The purpose of this study was to determine the adequacy of the preparation provided by Washburn University's undergraduate teacher preparation program.

Answers were sought to the following questions:

1. How does the student teacher evaluate his/her competence in regards to the domains related to professional competence, instructional competence, and interpersonal competence?
2. How does the cooperating teacher and the university supervisor rate the student teacher's performance in regards to the domains related to professional competence, instructional competence, and interpersonal competence?
3. How does the ex-student teacher, now as a first year teacher, evaluate his/her readiness for assuming the responsibility to teach when applied to the above competencies?
4. How does the school principal evaluate the above ex-student teacher according to his/her performance

as a first year in regards to assuming the responsibility to teach and demonstrate the above competencies?

Research Design

A review of the related research was conducted relative to attempts previously applied by various teacher preparation programs in their endeavor to evaluate the effectiveness of such programs. Several models were examined in general relative to characteristics and the underlying philosophy.

In the selection of the instrument for follow-up, the focus was on teaching competence. Since the model developed at Stephen F. Austin State University focused on relevant competencies stated objectively and in behavioral terms, the decision was made by the Washburn Department of Education to utilize that particular model. Included in this model are three areas identified as 1) professional competence, 2) instructional competence, and 3) interpersonal competence. The three areas included a total of twenty-five competencies. Nine competencies were identified for the professional area, twelve for instructional area, and four for the interpersonal area. Each evaluative instrument utilized in the study was based on a rating scale of 1 to 5, with 1 indicating incompetence and 5 indicating total

competence. The respondents were to check the column labeled NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. These competencies form the basis for the follow-up instruments adopted for the Department of Education undergraduate professional courses.

In addition to the above, each academic department outside the Department of Education was asked to develop an instrument to measure competence in the subject matter area of concern. Departments were given general guidelines, but they were given freedom to produce their instruments that met their unique needs.

At the end of student teaching, the student teacher, cooperating teacher,and university supervisor complete their respective instruments. In addition, after one year, the student teacher (now a first year teacher), and the principal of the first year teacher, will complete the appropriate instrument.

The data were obtained from the above and tabulated and analyzed on the computer. The quantitative results expressed in Mean values relative to each competency were then sent to the Department of Education. In addition, each academic department having student teachers during that particular

semester were also sent a quantitative report regarding the outcomes of their particular instrument which was applied in conjunction with the above Department of Education form for the purpose of measuring competence in the respective subject field. Thus, enabling each department to observe the areas denoting possible strengths and weaknesses as perceived by the participants in the study.

Part II of this report presents data relative to the undergraduates of Spring Semester, 1985. This procedure enabled more meaningful comparisons to be made for each respective group involved in the study.

Limitations of the Study

Since undergraduates at Washburn University have been involved in previous formal follow-up studies from Fall Semester, 1981, through the Spring Semester of 1984, this study was limited to the undergraduates of Fall Semester, 1984 and Spring Semester, 1985. The next undergraduate population to be included as potential first year teachers in a follow-up study will be the undergraduates of the Fall Semester of 1985 and Spring Semester, 1986. This data will be gathered at the end of Spring Semester, 1987. Thus, giving the undergraduates an opportunity to test their competencies for at least one year or more as a full time teacher.

Findings of the Study

The tables that follow on the next pages illustrate the findings relative to the application of all the instruments to all the individuals involved in the study.

It can readily be noticed that the left column of each table lists the number on the rating scale with 1 indicating incompetence and 5 indicating total competence. In addition, the respondents were to check NA if they did not observe the undergraduate in a particular competency, and in the case of the undergraduate, NA would be checked if the respondent did not have an opportunity to demonstrate a particular competency. The numbers listed across the tables indicate the number of responses received at each of the points on the rating scale by each of the respective groups. The Means for each of the competencies are listed at the bottom of each table.

PART A-PROFESSIONAL COMPETENCE
QUESTION 1-PRACTICE PROFESSIONAL ETHICS

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of 1st Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	1	1	0	1
4	5	7	8	8	2
5	25	26	20	6	6
Competent					
NA	0	0	0	0	0
Mean	4.30	4.74	4.66	4.43	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 2-MAINTAIN ENTHUSIASM FOR TEACHING

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal 1st Yr.Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	2	2	1
4	11	12	9	6	2
5	18	20	19	6	6
Competent					
NA	0	0	0	0	0
Mean	4.57	4.53	4.57	4.29	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 3-CONFIDENCE IN ABILITY TO TEACH

ncom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	1	3	2	3	2
4	10	9	12	5	2
5	19	19	16	5	5
Competent					
NA	0	0	0	0	0
Mean	4.60	4.38	4.47	4.00	4.33

PART A-PROFESSIONAL COMPETENCE

QUESTION 4-MAINTAIN PROFESSIONAL APPEARANCE

Incom-pent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	0	0
2	0	0	1	0	0
3	1	3	2	1	0
4	10	5	10	4	4
5	19	25	15	9	5
Competent					
NA	0	0	0	0	0
Mean	4.73	4.56	4.39	4.57	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 5-COMMUNICATE EFFECTIVELY IN CLASSROOM

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	1	0	0
3	1	4	6	3	0
4	19	12	10	6	4
5	10	16	13	5	5
Competent					
NA	0	1	0	0	0
Mean	4.30	4.38	4.17	4.14	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 6-PARTICIPATE IN PROFESSIONAL ORGANIZATION

Incompent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	1	0
2	0	1	1	3	0
3	2	1	1	3	0
4	4	2	2	4	2
5	3	11	3	1	2
Competent					
NA	20	19	23	2	5
Mean	4.20	4.53	4.00	3.08	4.50

PART A-PROFESSIONAL COMPETENCE

QUESTION 7-REQUEST, ACCEPT, AND PROFIT FROM SUGGESTIONS

Incompent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	3	2	1	0
4	7	8	6	5	4
5	23	23	21	8	5
Competent					
NA	0	0	0	0	0
Mean	4.77	4.59	4.66	4.50	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 8-PRACTICE PUNCTUALITY

Incompent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	1	0	1
3	1	4	1	0	0
4	9	3	5	5	1
5	20	27	22	9	7
Competent					
NA	0	0	0	0	0
Mean	4.63	4.68	4.66	4.64	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 9-PARTICIPATE IN SCHOOL ACTIVITIES

Incompent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	1	0	0	1
4	5	5	4	7	0
5	19	23	21	7	7
Competent					
NA	6	4	2	0	1
Mean	4.79	4.76	4.84	4.50	4.75

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 10-USE APPROPRIATE RESOURCES FOR DEVELOPMENT OF LESSONS

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	0	2	0	3	0
4	10	8	16	8	6
5	19	24	13	2	3
Competent					
NA	1	0	0	0	0
Mean	4.67	4.65	4.45	3.79	4.33

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 11-DETERMINE STUDENT NEEDS AND INTERESTS

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	3	7	6	2	0
4	15	9	15	8	5
5	11	17	9	4	4
Competent					
NA	1	1	0	0	0
Mean	4.29	4.30	4.10	4.14	4.44

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 12-DEVELOP LONG-RANGE AND DAILY PLANS

Incompent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	1	0
3	2	2	6	2	2
4	12	9	14	7	3
5	16	22	10	4	4
Competent					
NA	0	0	0	0	0
Mean	4.48	4.53	4.13	4.00	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 13-OBTAIN APPROPRIATE RESOURCES FOR TEACHING

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	1	3	1	2	1
4	13	11	16	6	5
5	16	20	13	5	3
Competent					
NA	0	0	0	0	0
Mean	4.52	4.50	4.40	4.07	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 14-CHOOSE APPROPRIATE STRATEGIES FOR TEACHING

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	1	0
2	0	0	0	0	0
3	1	4	2	4	1
4	18	11	17	4	5
5	11	19	11	4	3
Competent					
NA	0	0	0	1	0
Mean	4.35	4.41	4.30	3.77	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 15-PRESENT LESSONS EFFECTIVELY

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	1	4	4	3	2
4	15	9	10	6	3
5	14	21	16	4	4
Competent					
NA	0	0	0	0	0
Mean	4.43	4.50	4.40	3.93	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 16-MANAGE CLASSROOM FACILITIES EFFECTIVELY

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	2	2	3	1	2
4	7	17	8	9	2
5	21	14	18	4	5
Competent					
NA	0	1	0	0	0
Mean	4.63	4.36	4.52	4.21	4.33

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 17-MANAGE CLASSROOM BEHAVIOR EFFECTIVELY

Incom-pent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	1
3	6	5	3	1	0
4	13	17	12	7	4
5	11	11	15	5	4
Competent					
NA	0	0	0	0	0
Mean	4.17	4.18	4.40	4.14	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 18-DEVELOP APPROPRIATE EVALUATION DEVICES

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	1	1	0
3	0	4	2	3	1
4	15	7	16	6	5
5	12	20	11	4	2
Competent					
NA	3	3	0	0	1
Mean	4.44	4.52	4.23	3.93	4.13

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 19-ASSESS AND INTERPRET STUDENT PROGRESS

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	1	0	0
3	0	3	2	5	0
4	13	7	13	6	4
5	17	19	14	3	4
Competent					
NA	0	3	0	0	1
Mean	4.57	4.47	4.33	3.86	4.50

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 20-WORK EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	1	0
3	1	1	0	2	0
4	7	4	3	1	3
5	15	18	16	6	5
Competent					
NA	7	9	11	4	1
Mean	4.61	4.74	4.84	4.20	4.63

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 21-WORK EFFECTIVELY WITH EXCEPTIONAL STUDENTS

com-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	1	0	0
3	0	0	0	3	0
4	3	6	3	4	5
5	9	9	15	4	4
Competent					
NA	18	17	10	3	0
Mean	4.75	4.60	4.68	4.09	4.44

PART C-INTERPERSONAL COMPETENCE

QUESTION 22-DEVELOP RAPPORT WITH STUDENTS

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	2	1	0
4	7	9	8	3	3
5	21	23	20	10	6
Competent					
NA	1	0	0	0	0
Mean	4.69	4.62	4.60	4.64	4.67

PART C-INTERPERSONAL COMPETENCE

QUESTION 23-COUNSEL STUDENTS APPROPRIATELY

Incompetent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	1	5	0	2	1
4	14	7	13	6	5
5	13	18	15	5	3
Competence					
NA	2	4	2	1	0
Mean	4.43	4.43	4.54	4.23	4.22

PART C-INTERPERSONAL COMPETENCE

QUESTION 24-COOPERATE WITH ALL SCHOOL PERSONNEL

Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	1	2	0	1	0
4	3	2	6	5	2
5	26	27	24	8	7
Competent					
NA	0	1	0	0	0
Mean	4.85	4.81	4.80	4.50	4.78

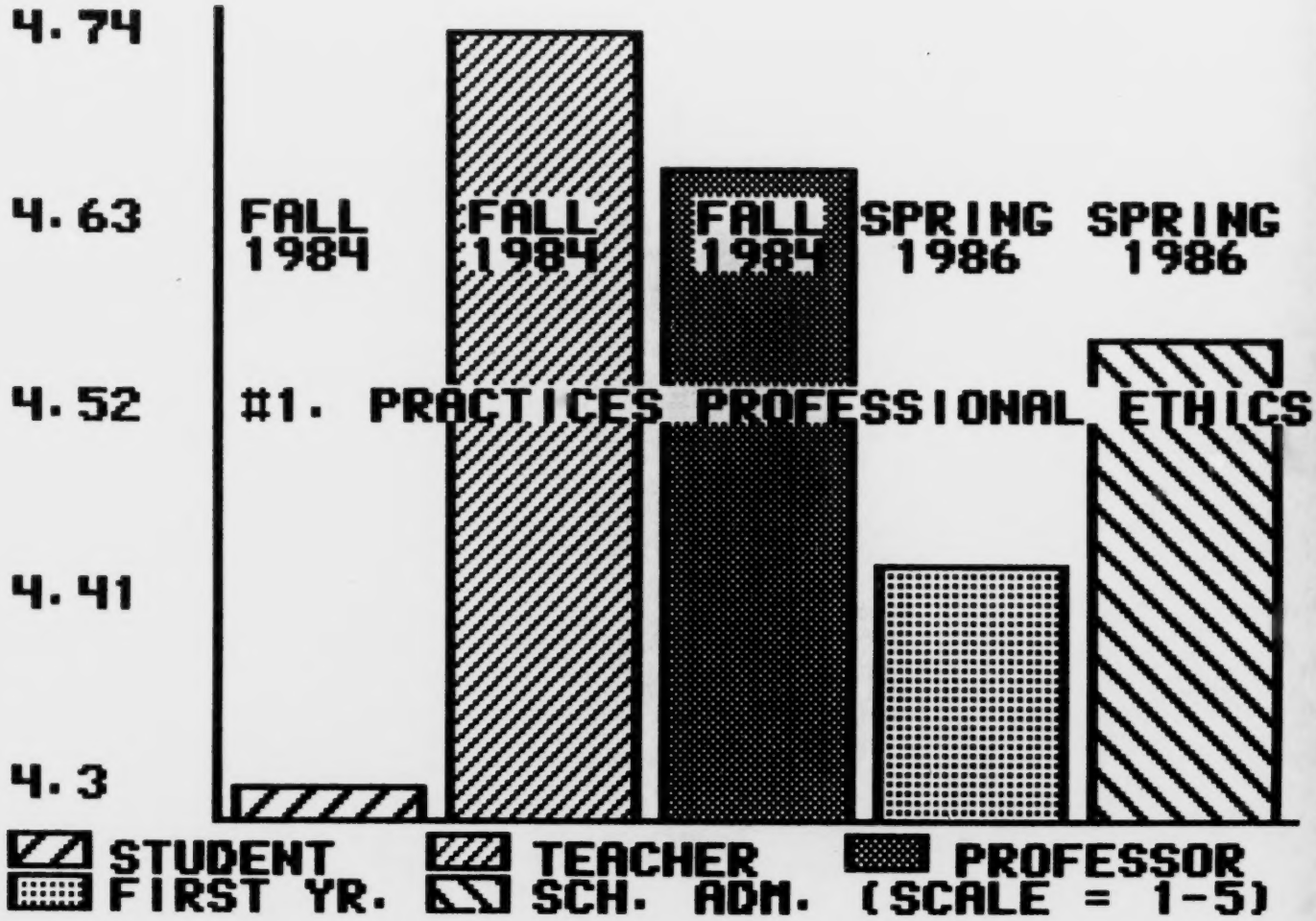
PART C-INTERPERSONAL COMPETENCE

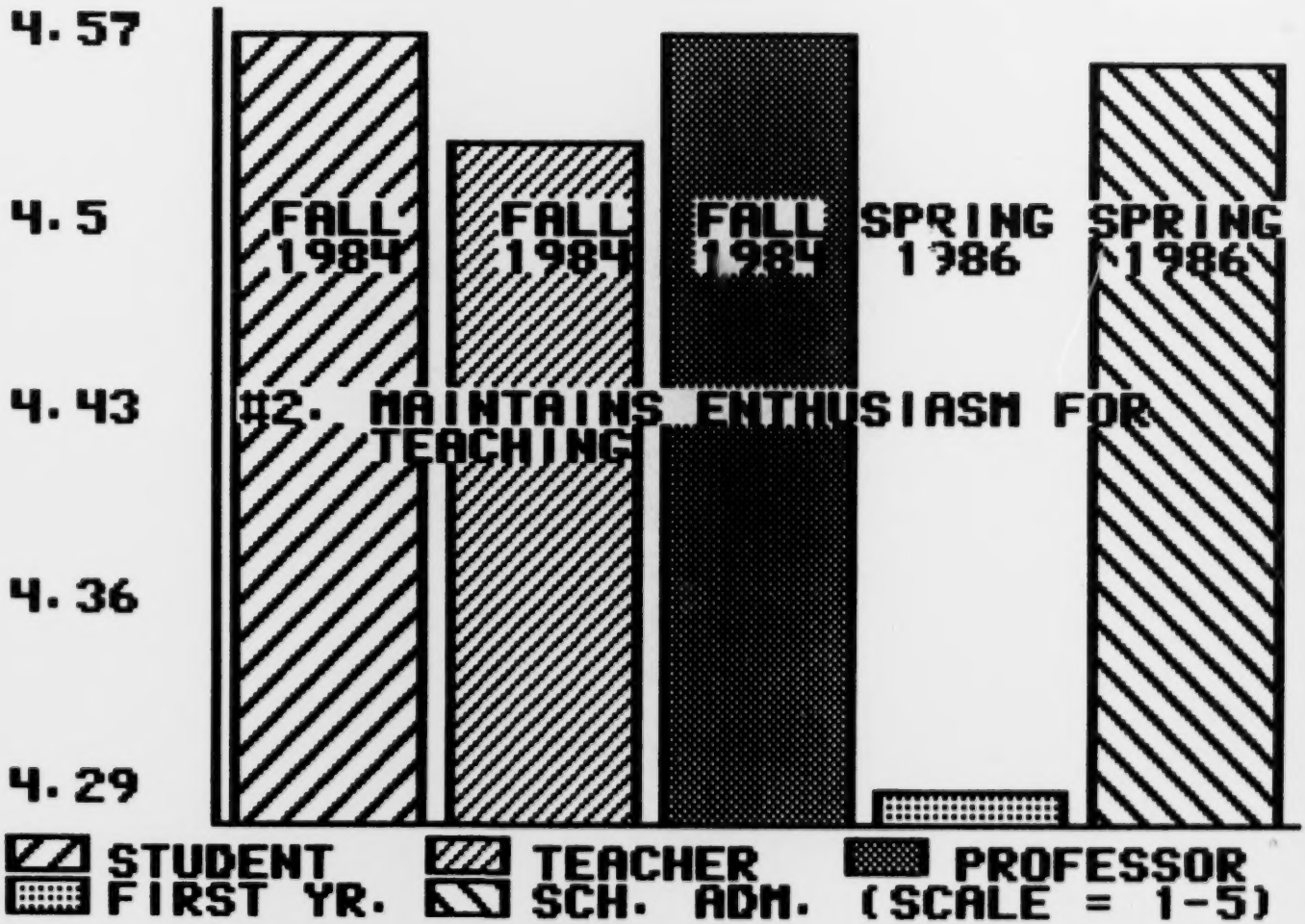
QUESTION 25-MAINTAIN APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL OPEN-MINDEDNESS, FLEXIBILITY

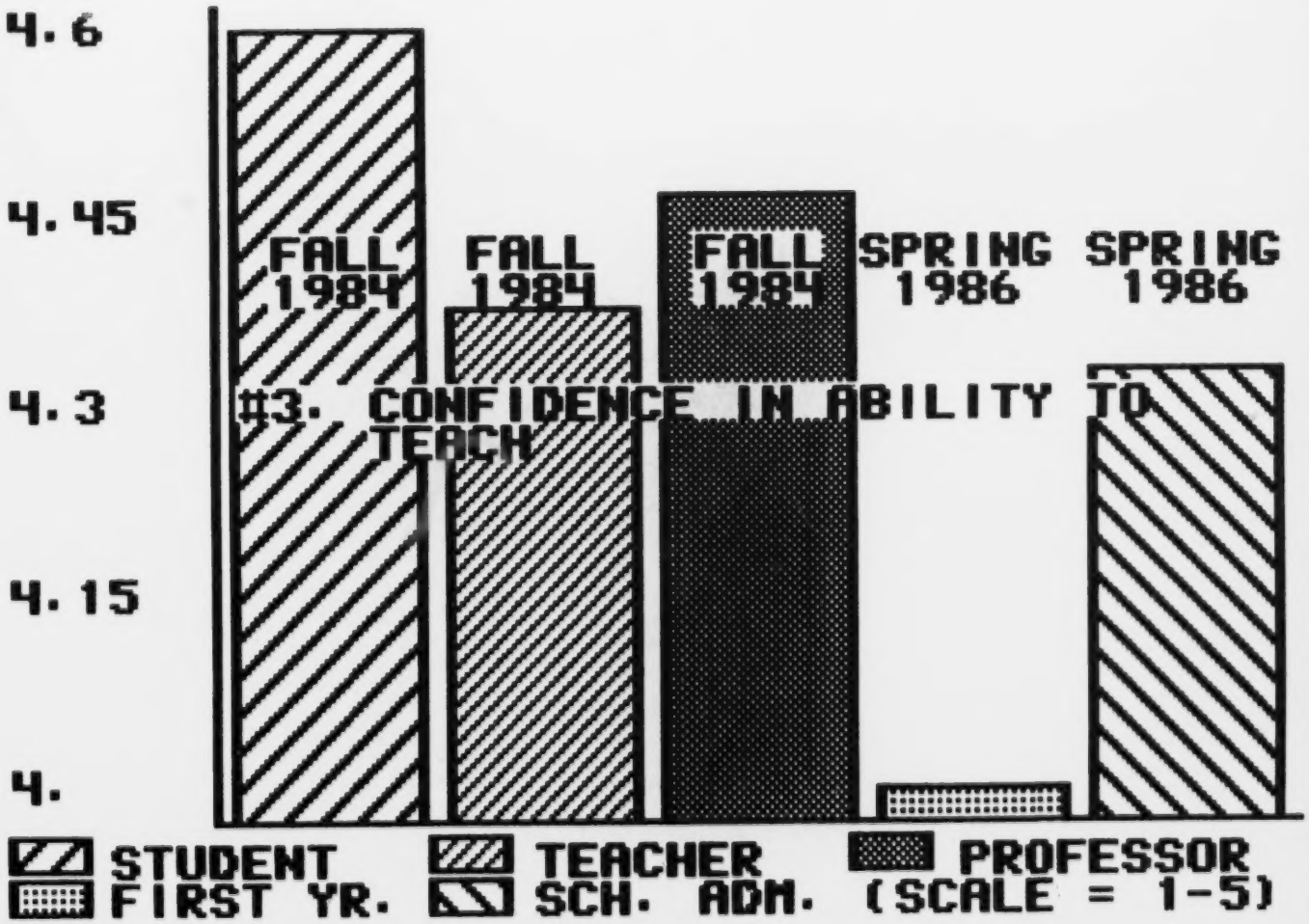
Incom-petent	Fall 84 Student Teacher	Fall 84 Cooperating Teacher	Fall 84 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal Of First Yr. Teacher
1	0	0	0	0	0
2	0	0	0	0	0
3	0	2	2	0	1
4	4	6	6	6	3
5	26	25	22	8	5
Competence					
NA	0	0	0	0	0
Mean	4.87	4.70	4.67	4.57	4.44

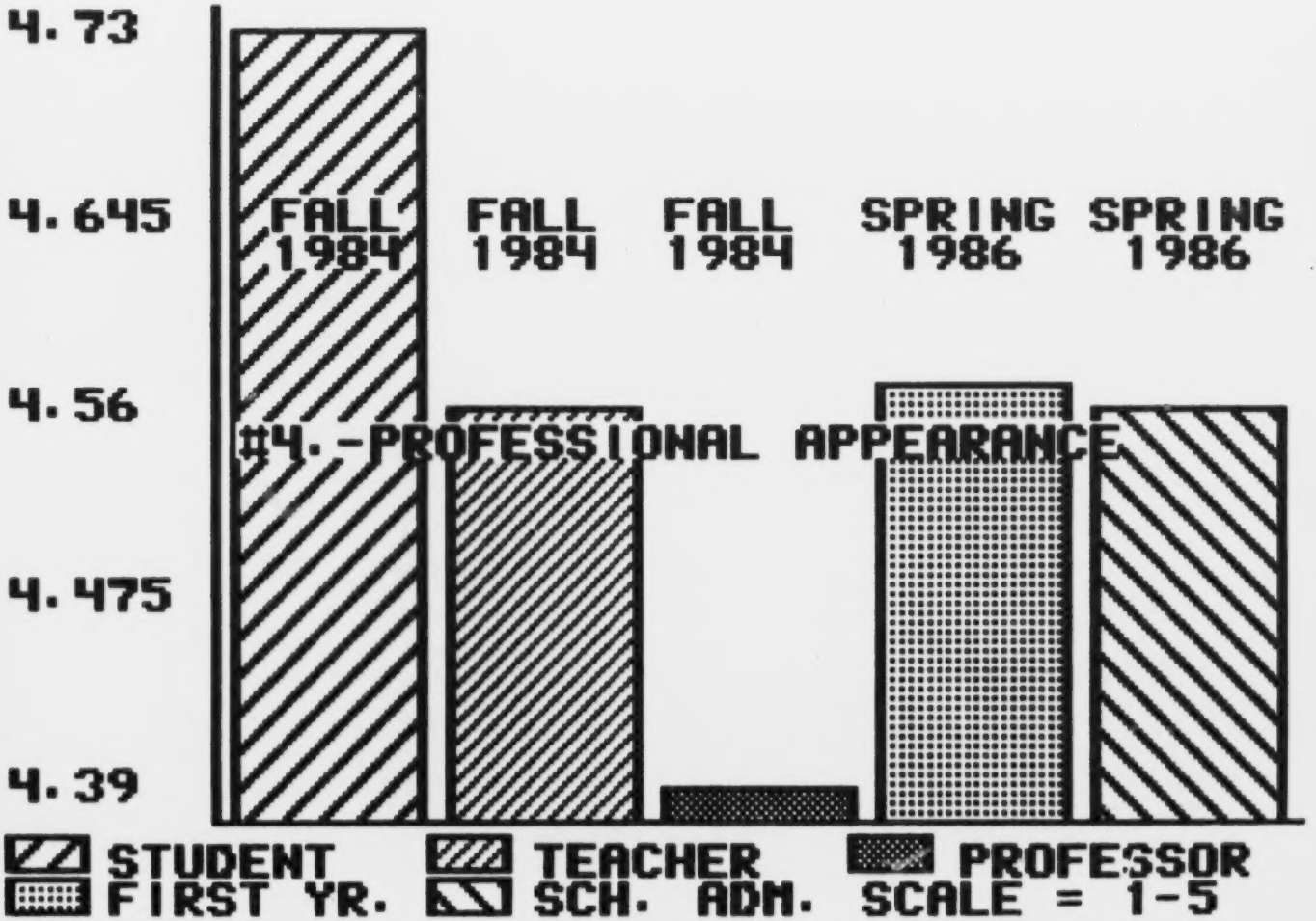
GRAPHIC ILLUSTRATIONS OF THE MEAN VALUES DERIVED FROM THE FALL SEMESTER, 1984 STUDENT TEACHERS INVOLVED IN THE SPRING SEMESTER, 1986 FOLLOW-UP STUDY AS FIRST YEAR TEACHERS

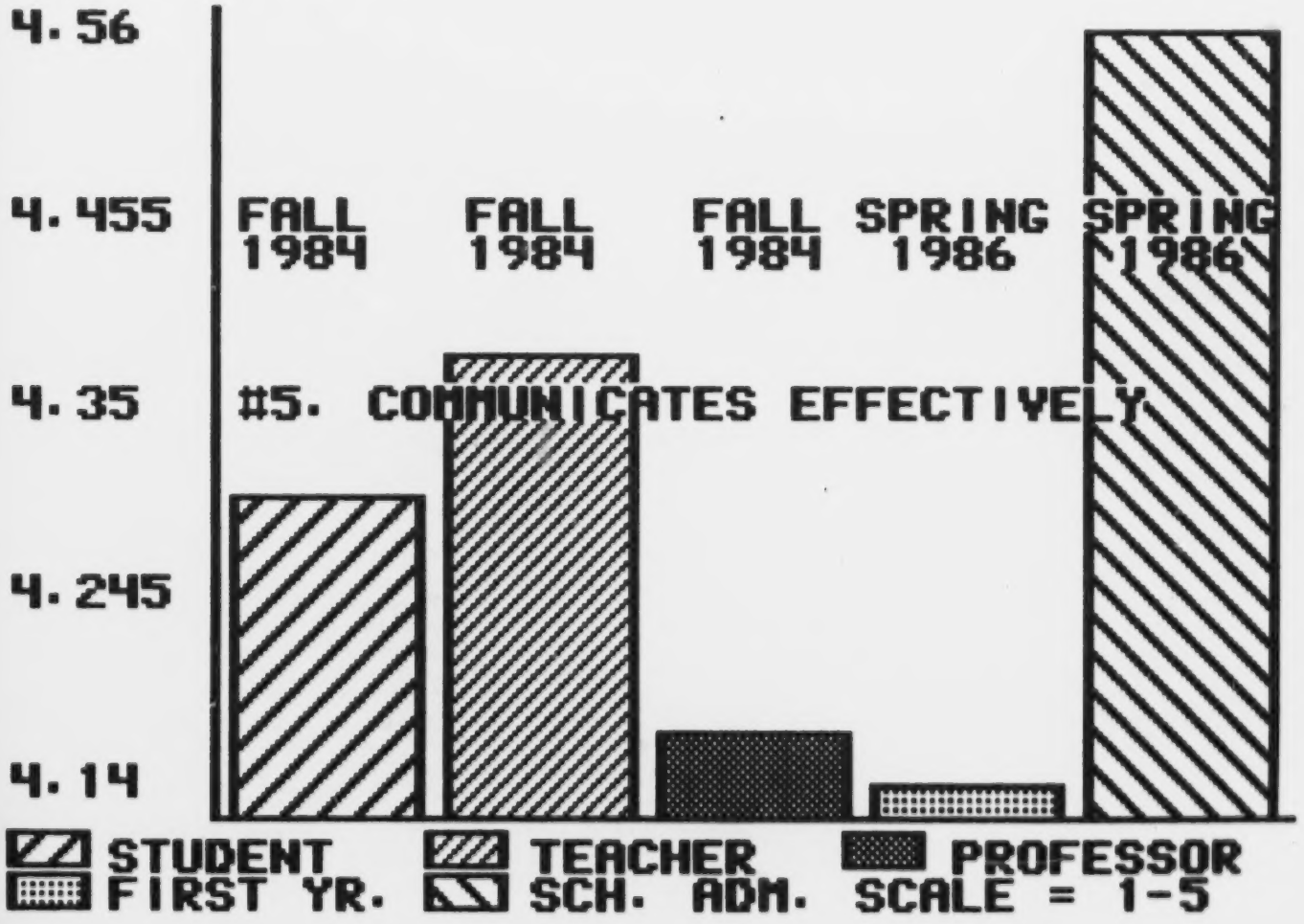
The following graphs illustrate the Mean values previously explained and depicted in tabular form relative to the student teachers of the Fall Semester, 1984. The data were obtained during the Spring Semester of 1986 in regards to their readiness for assuming the responsibilites related to their teaching assignment as a first year teacher.

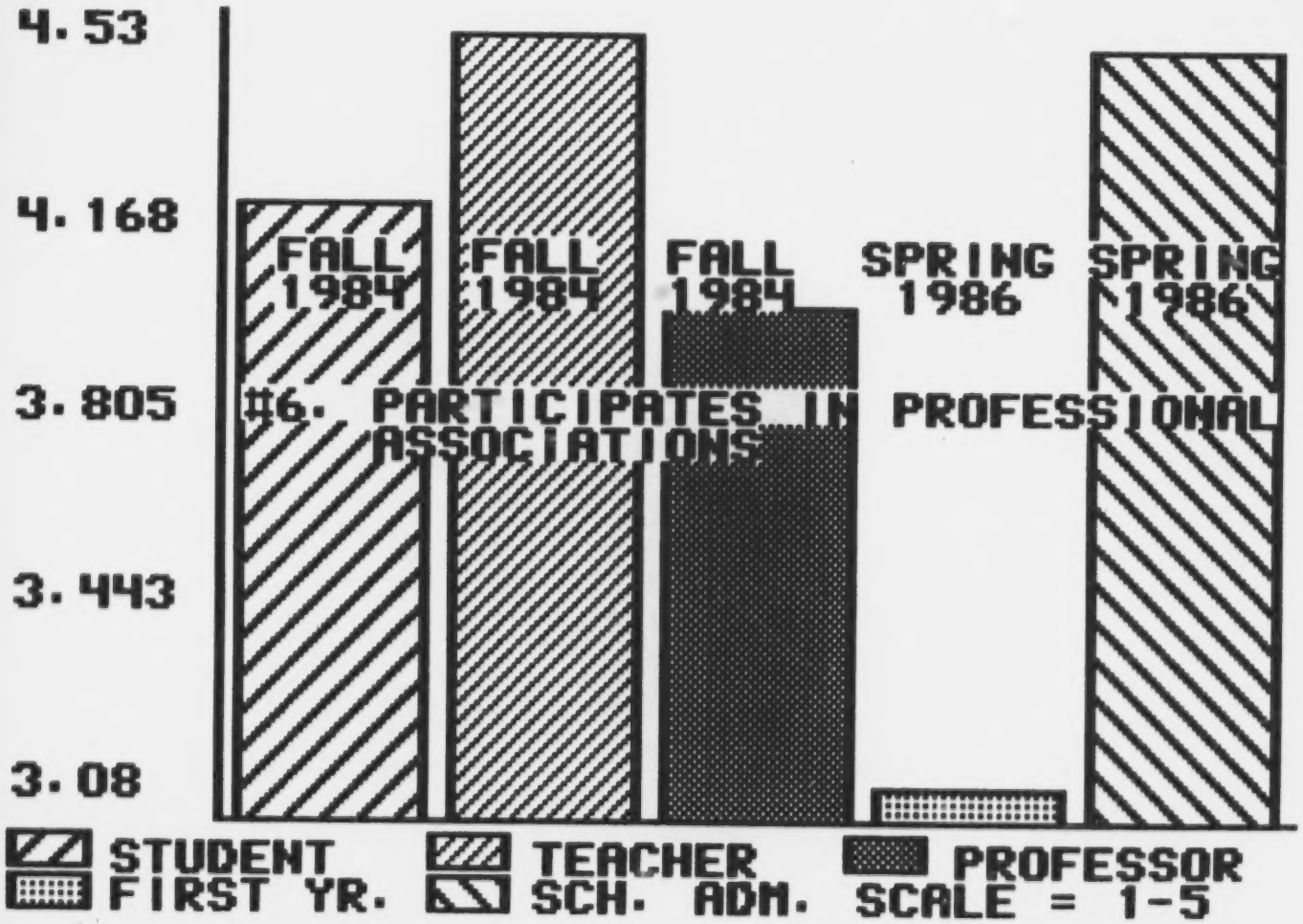

4.74
4.63
4.52
4.41
4.3
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#1. PRACTICES PROFESSIONAL ETHICS
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

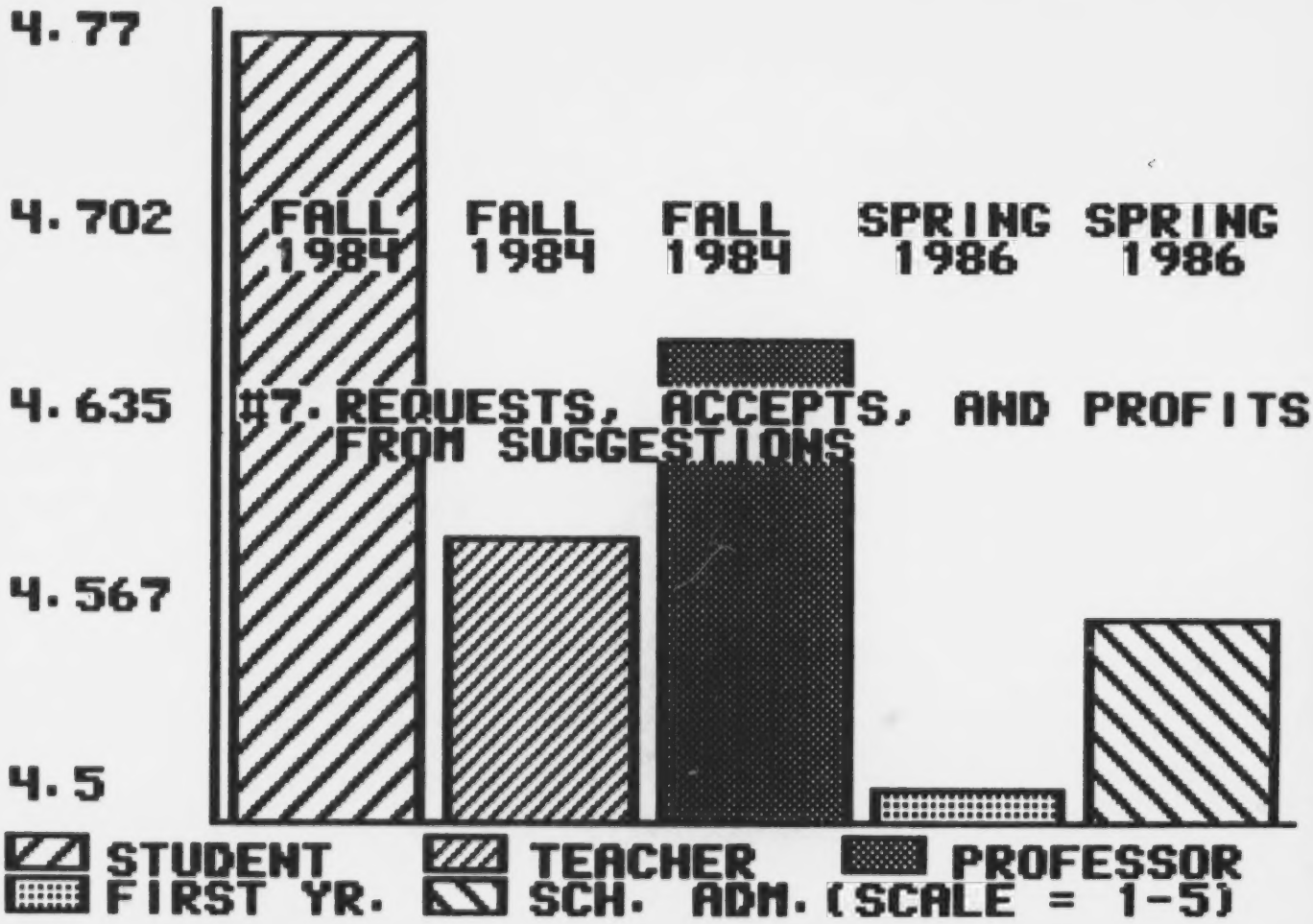

4.57
4.5
4.43
4.36
4.29
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#2. MAINTAINS ENTHUSIASM FOR TEACHING
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

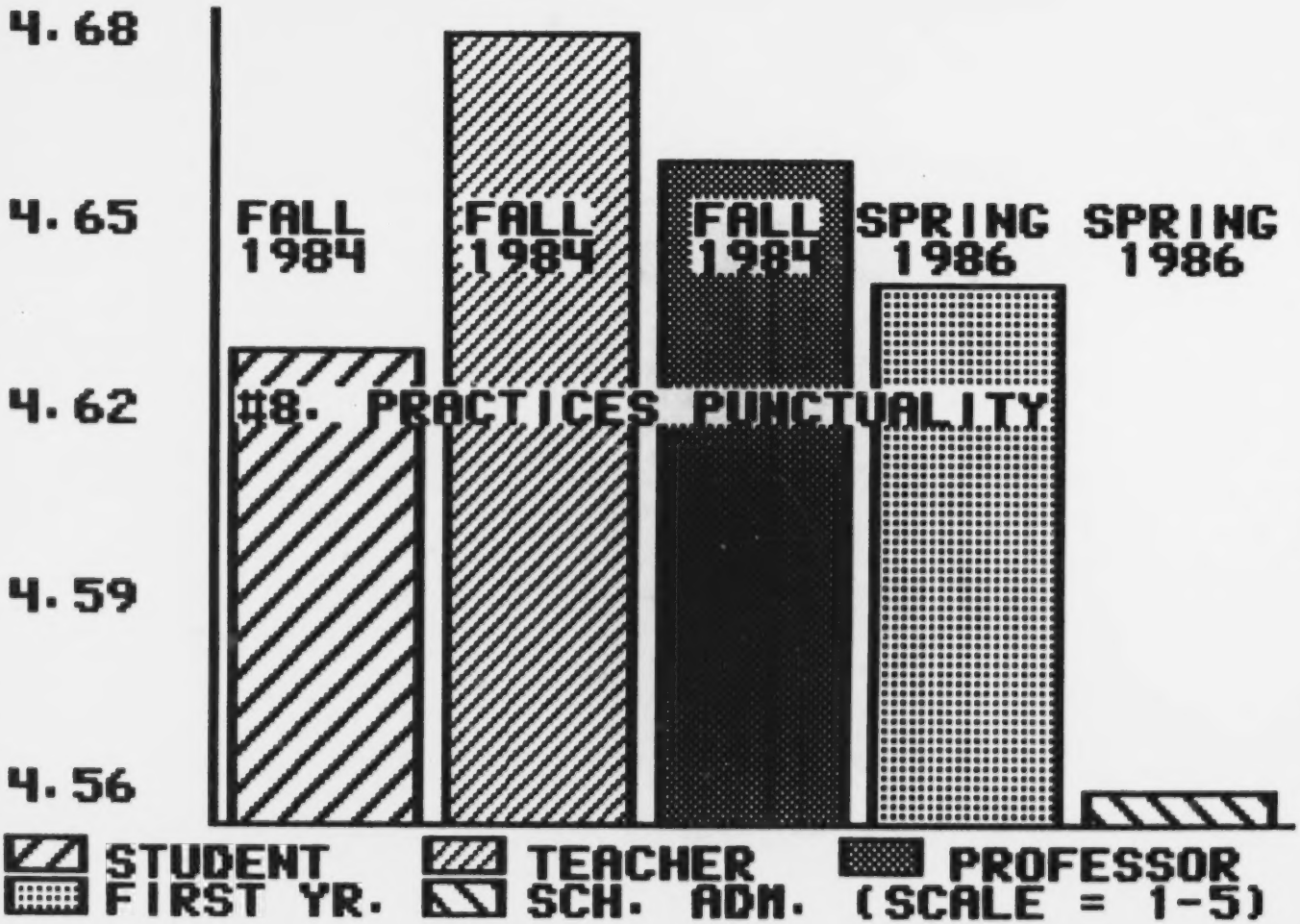

4.6
4.45
4.3
4.15
4.
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#3. CONFIDENCE IN ABILITY TO TEACH
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

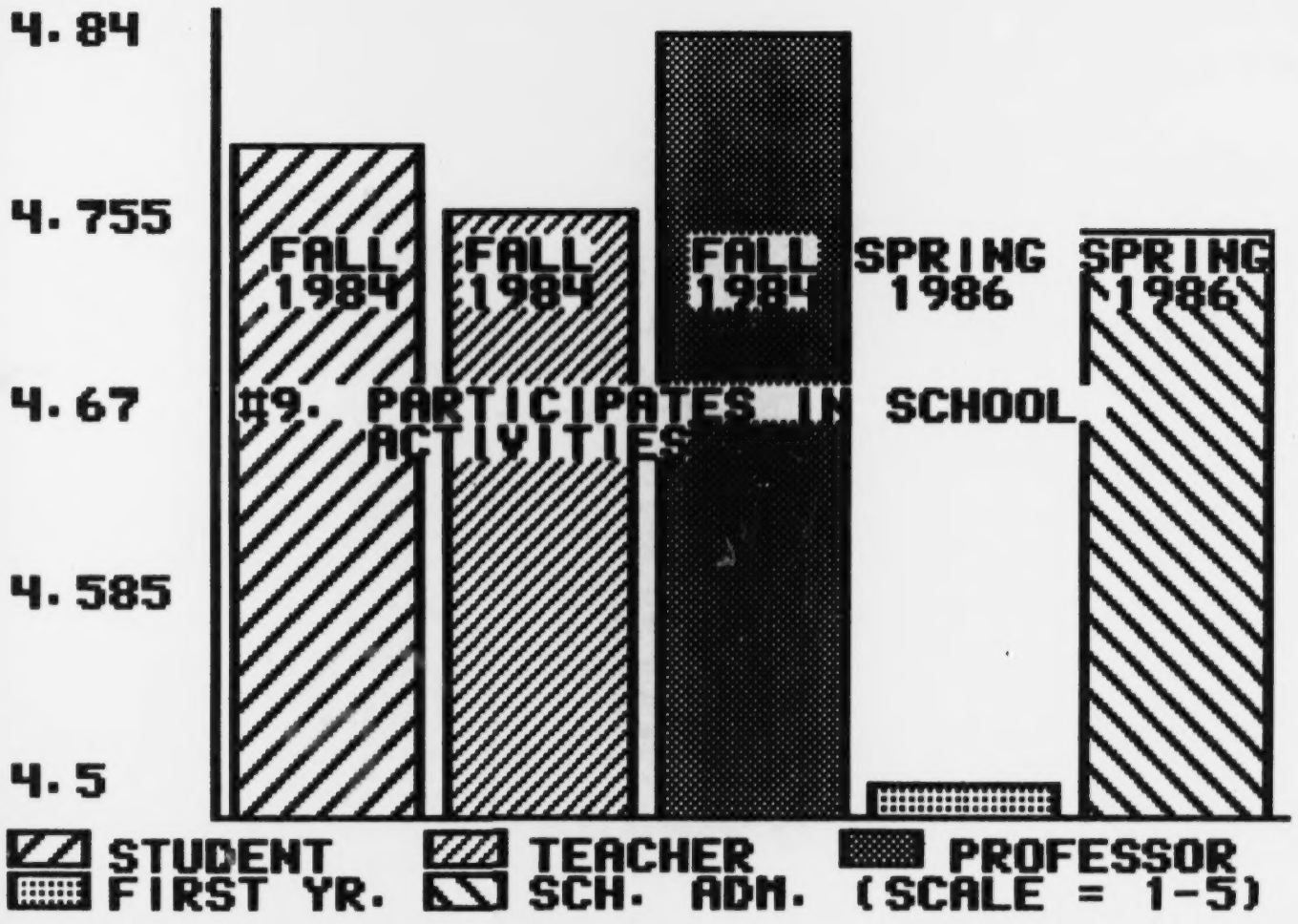

4.73
4.645
4.56
4.475
4.39
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#4.-PROFESSIONAL APPEARANCE
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
SCALE = 1-5

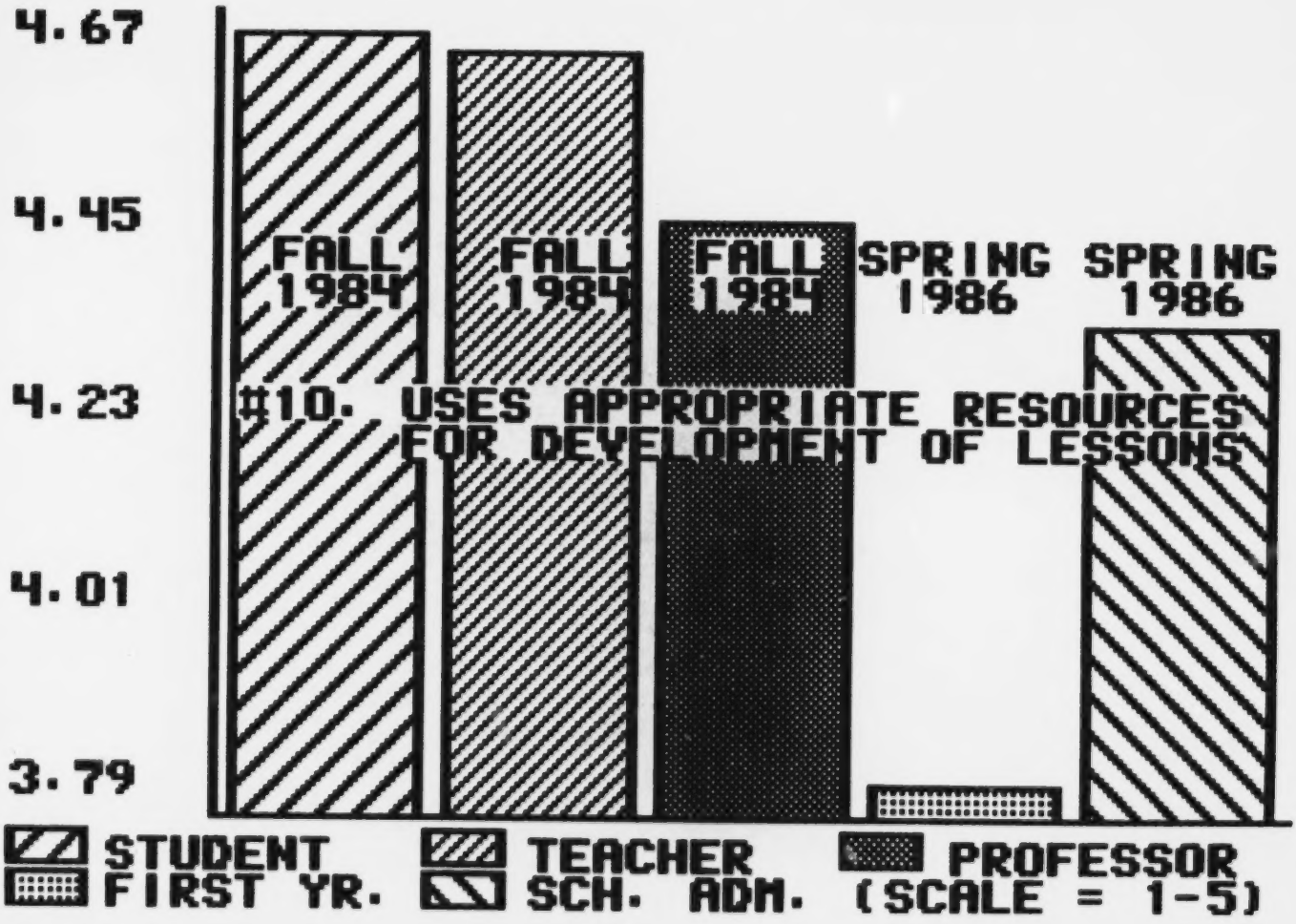

4.56
4.455
4.35
4.245
4.14
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#5. COMMUNICATES EFFECTIVELY
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
SCALE = 1-5

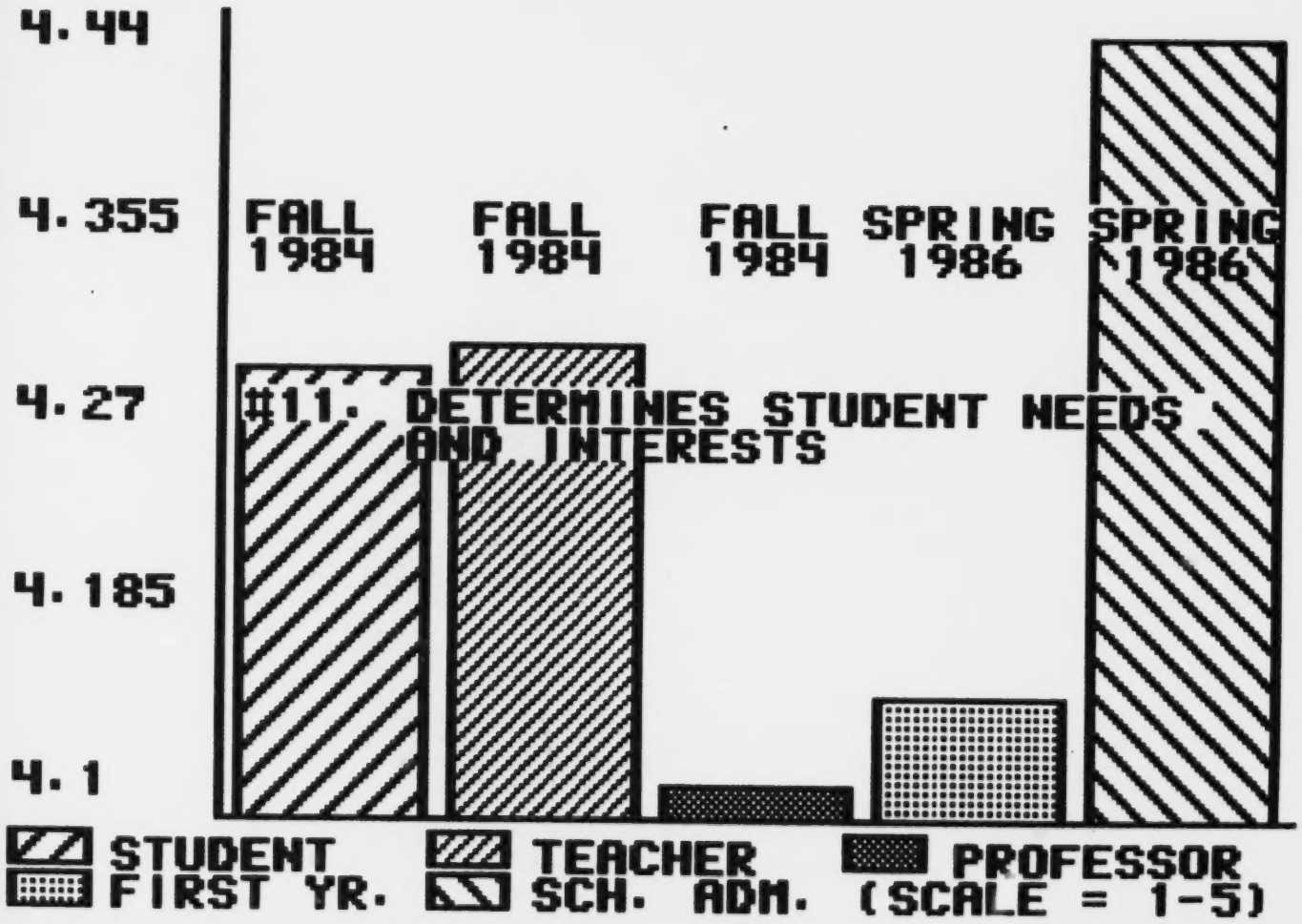

4.53
4.168
3.805
3.443
3.08
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#6. PARTICIPATES IN PROFESSIONAL ASSOCIATIONS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
SCALE = 1-5

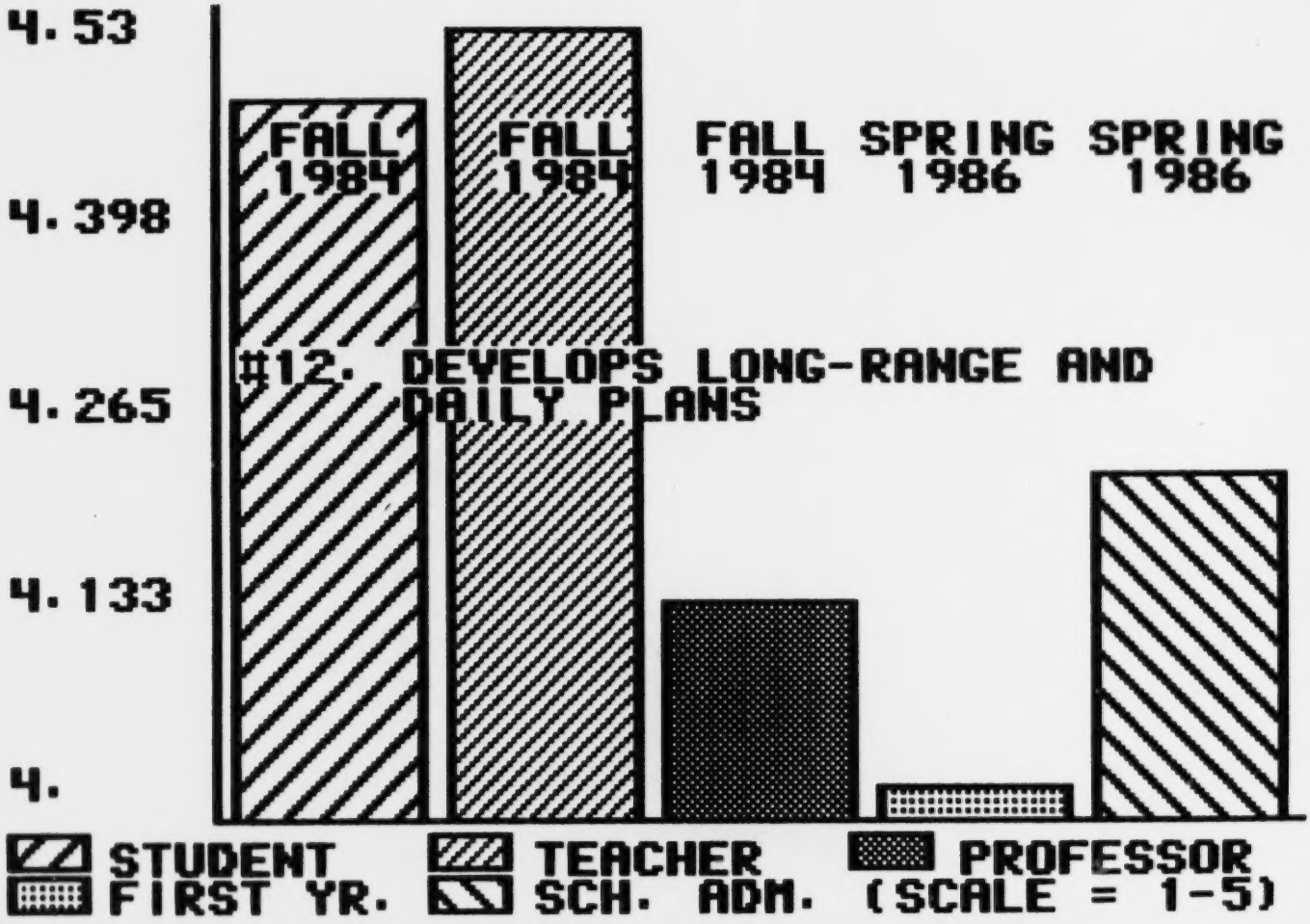

4.77
4.702
4.635
4.567
4.5
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#7. REQUESTS, ACCEPTS, AND PROFITS FROM SUGGESTIONS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

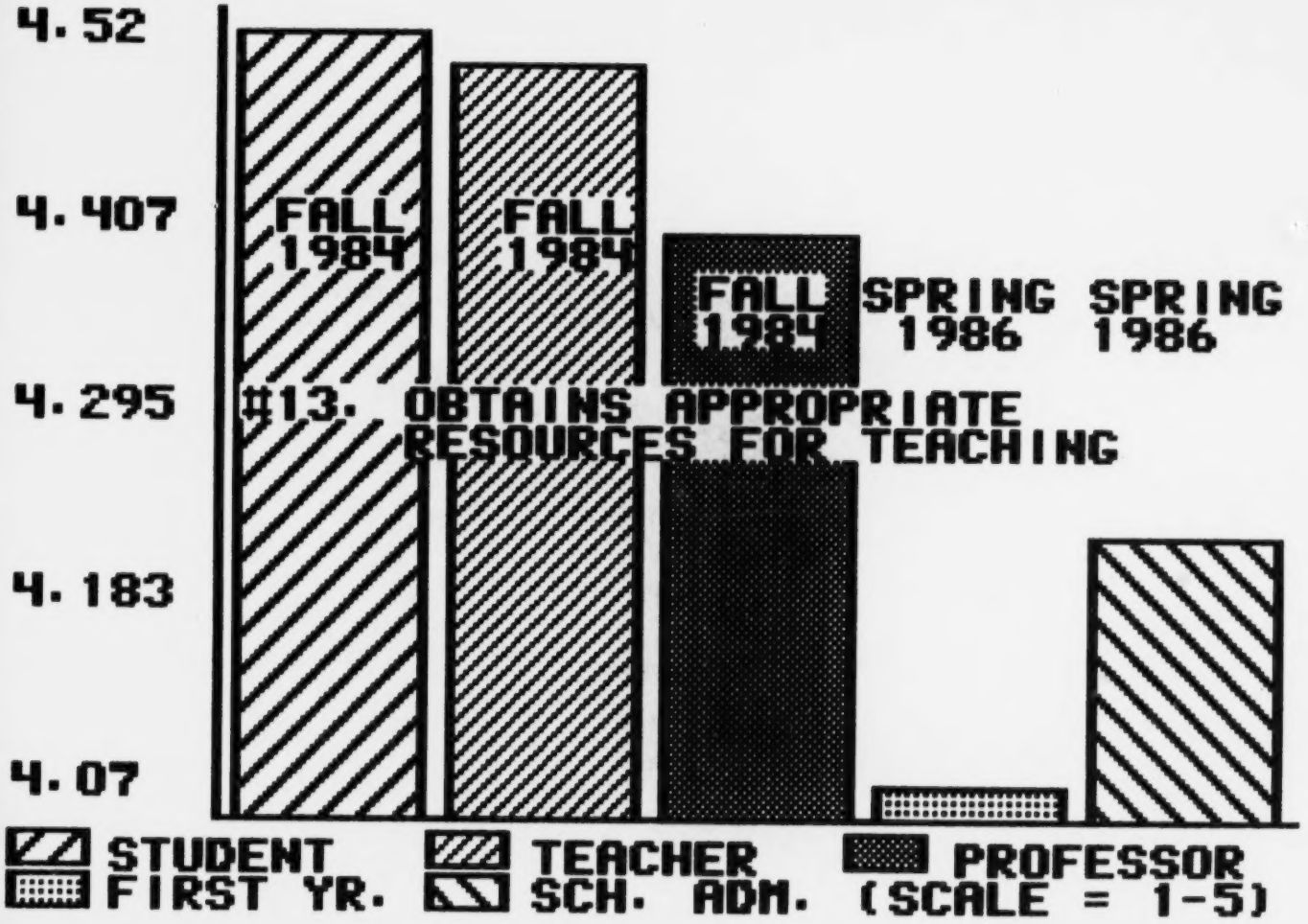

4.68
4.65
4.62
4.59
4.56
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#8. PRACTICES PUNCTUALITY
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

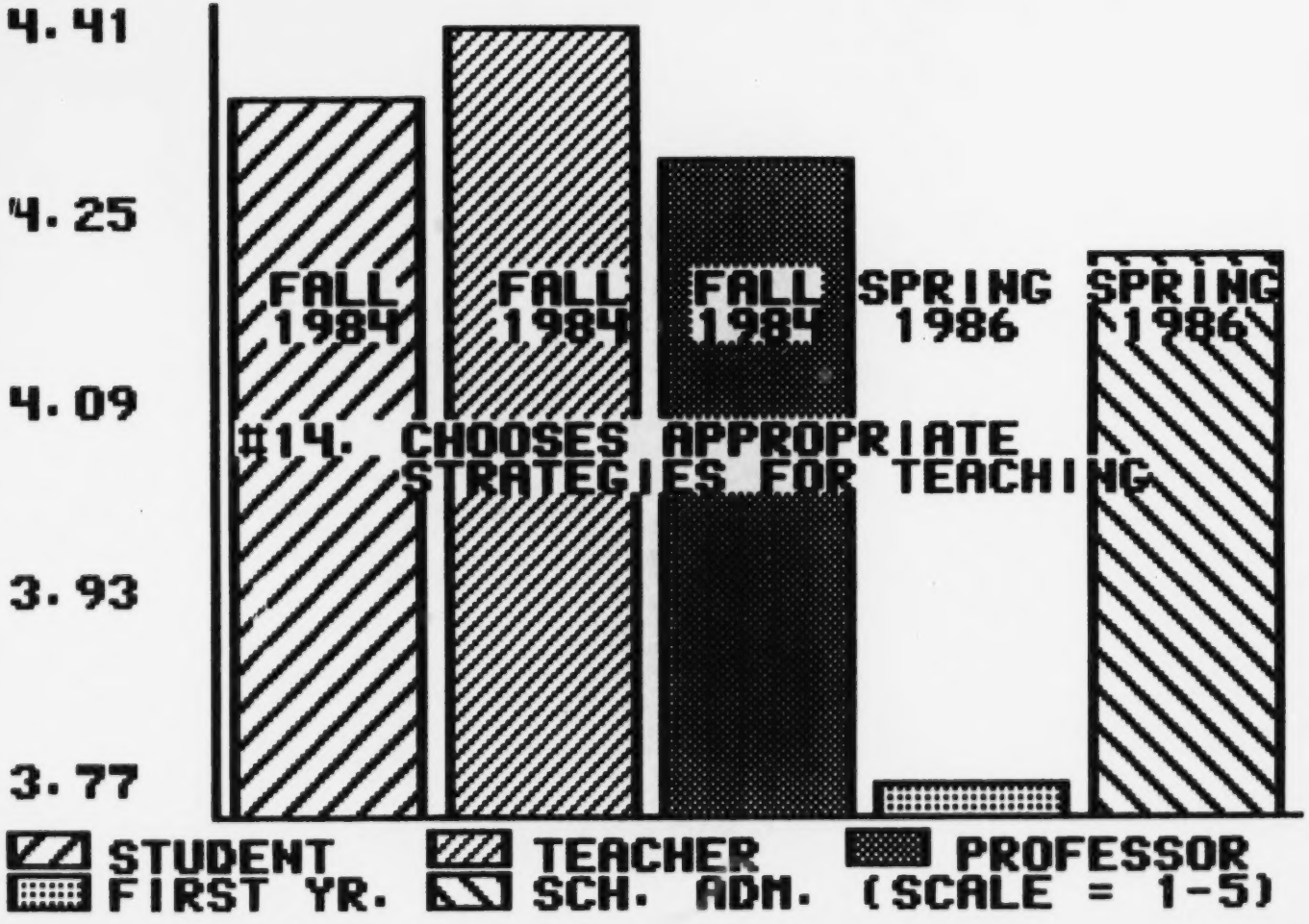

4.84
4.755
4.67
4.585
4.5
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#9. PARTICIPATES IN SCHOOL ACTIVITIES
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

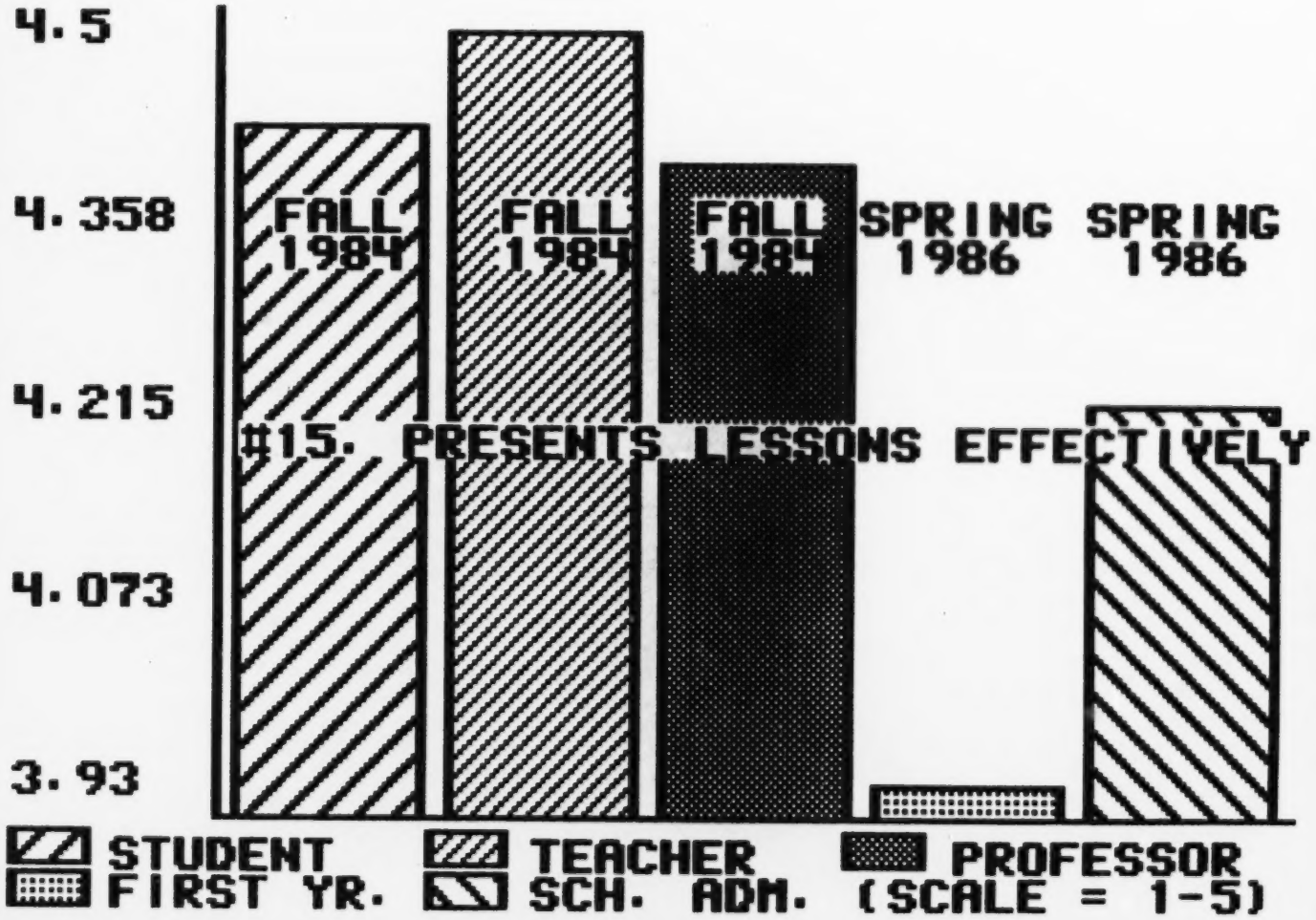

4.67
4.45
4.23
4.01
3.79
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#10. USES APPROPRIATE RESOURCES FOR DEVELOPMENT OF LESSONS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

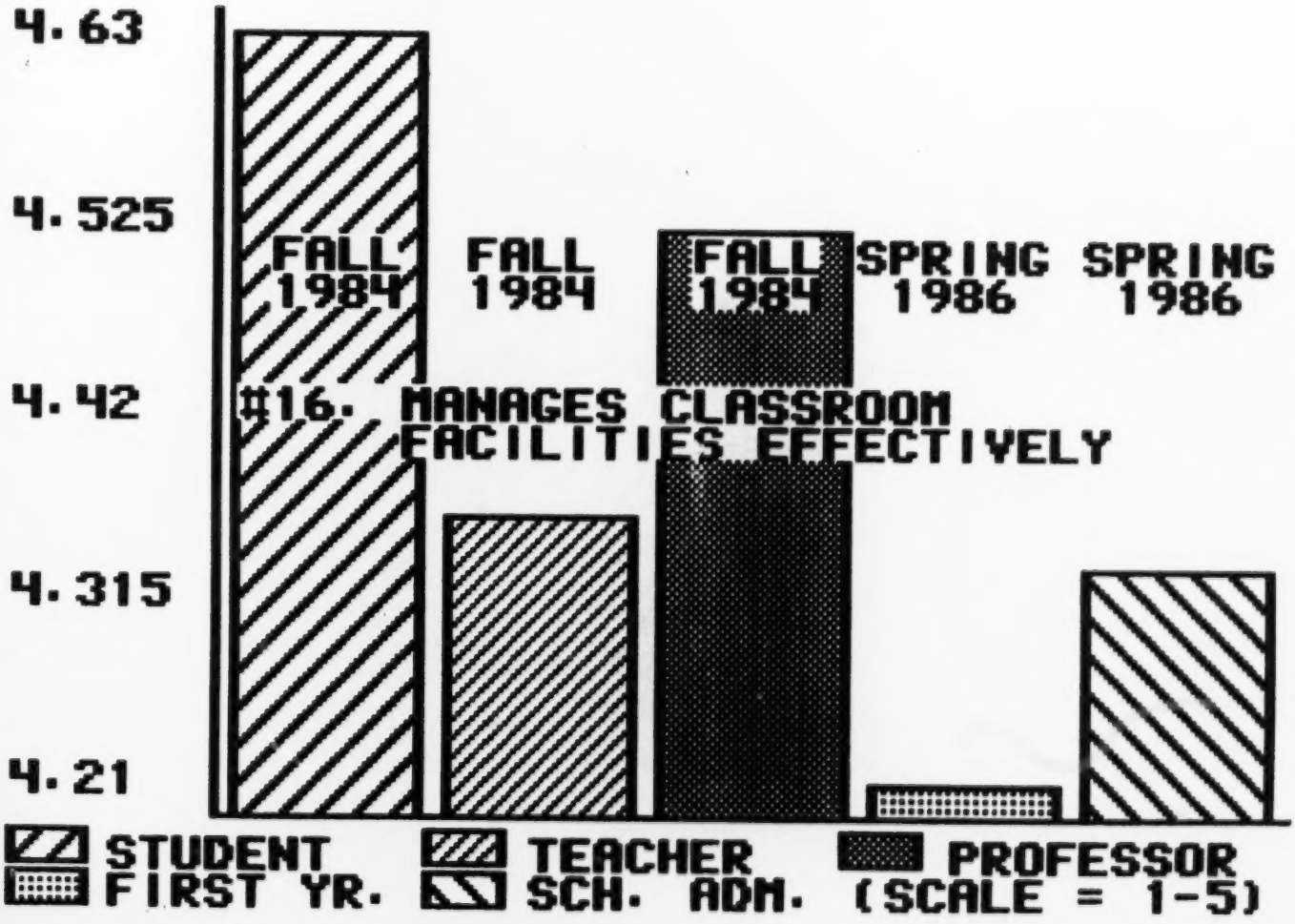

4.44
4.355
4.27
4.185
4.1
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#11. DETERMINES STUDENT NEEDS AND INTERESTS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

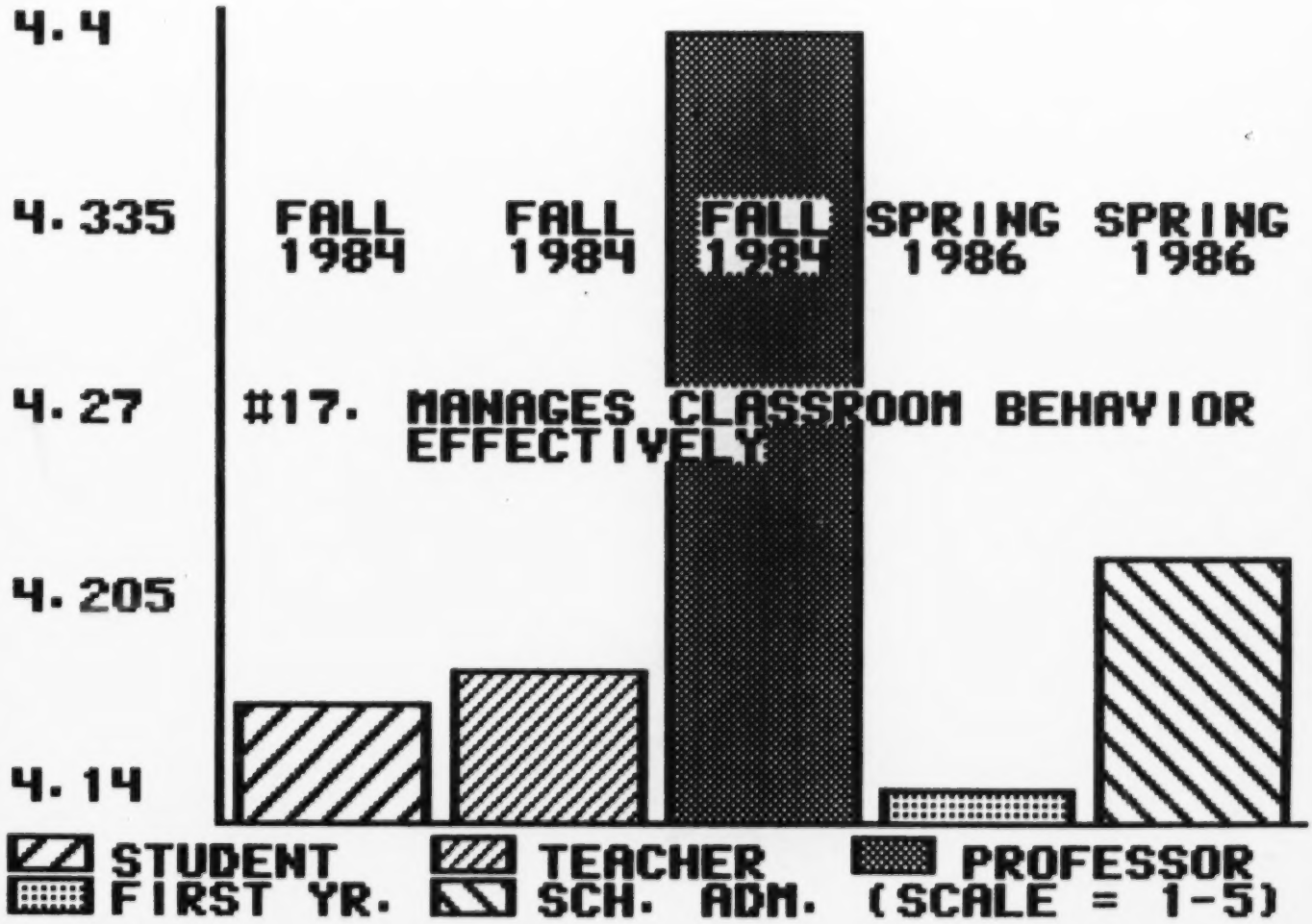

4.53
4.398
4.265
4.133
4.
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#12. DEVELOPS LONG-RANGE AND DAILY PLANS
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

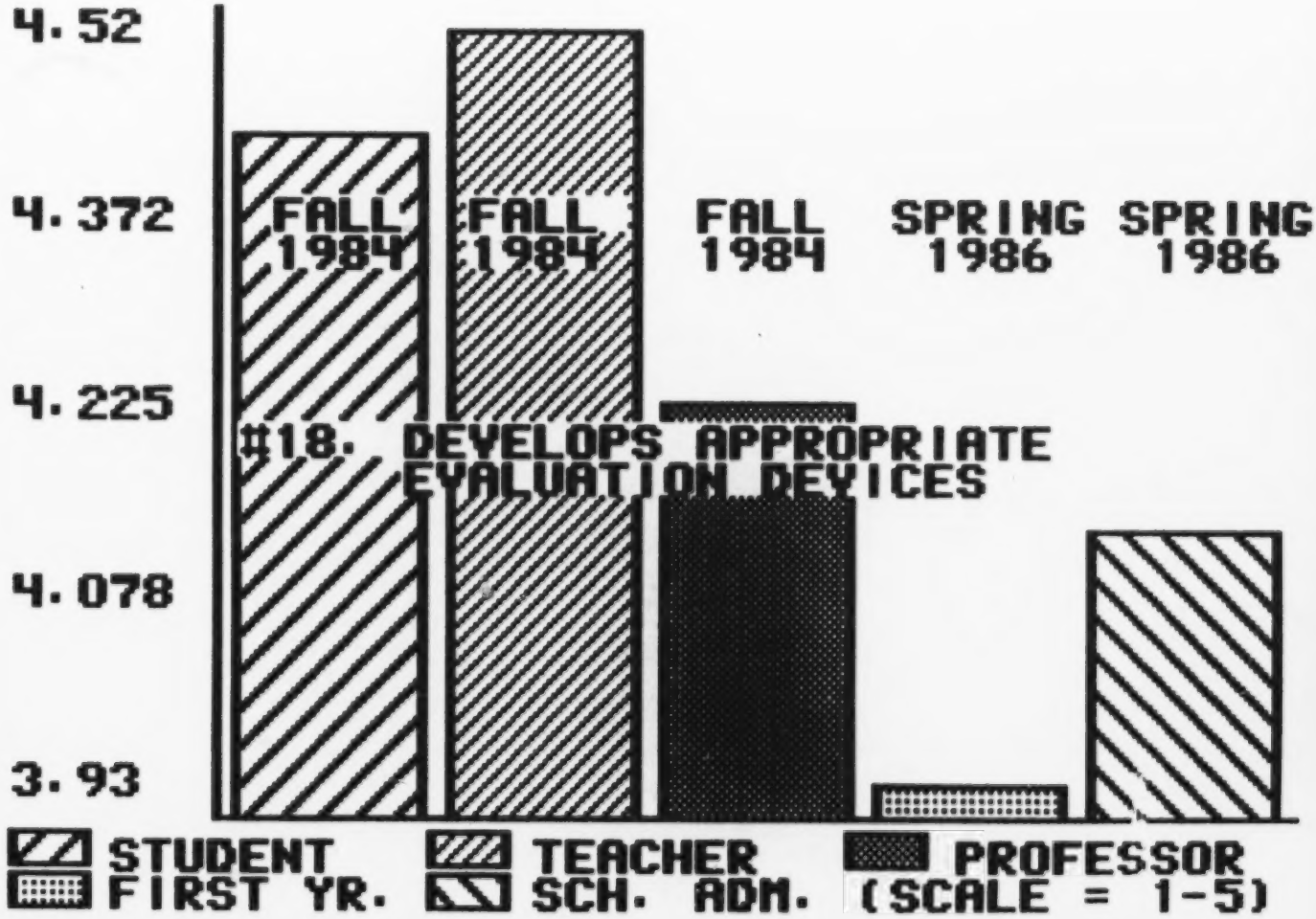

4.52
4.407
4.295
4.183
4.07
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#13. OBTAINS APPROPRIATE RESOURCES FOR TEACHING
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

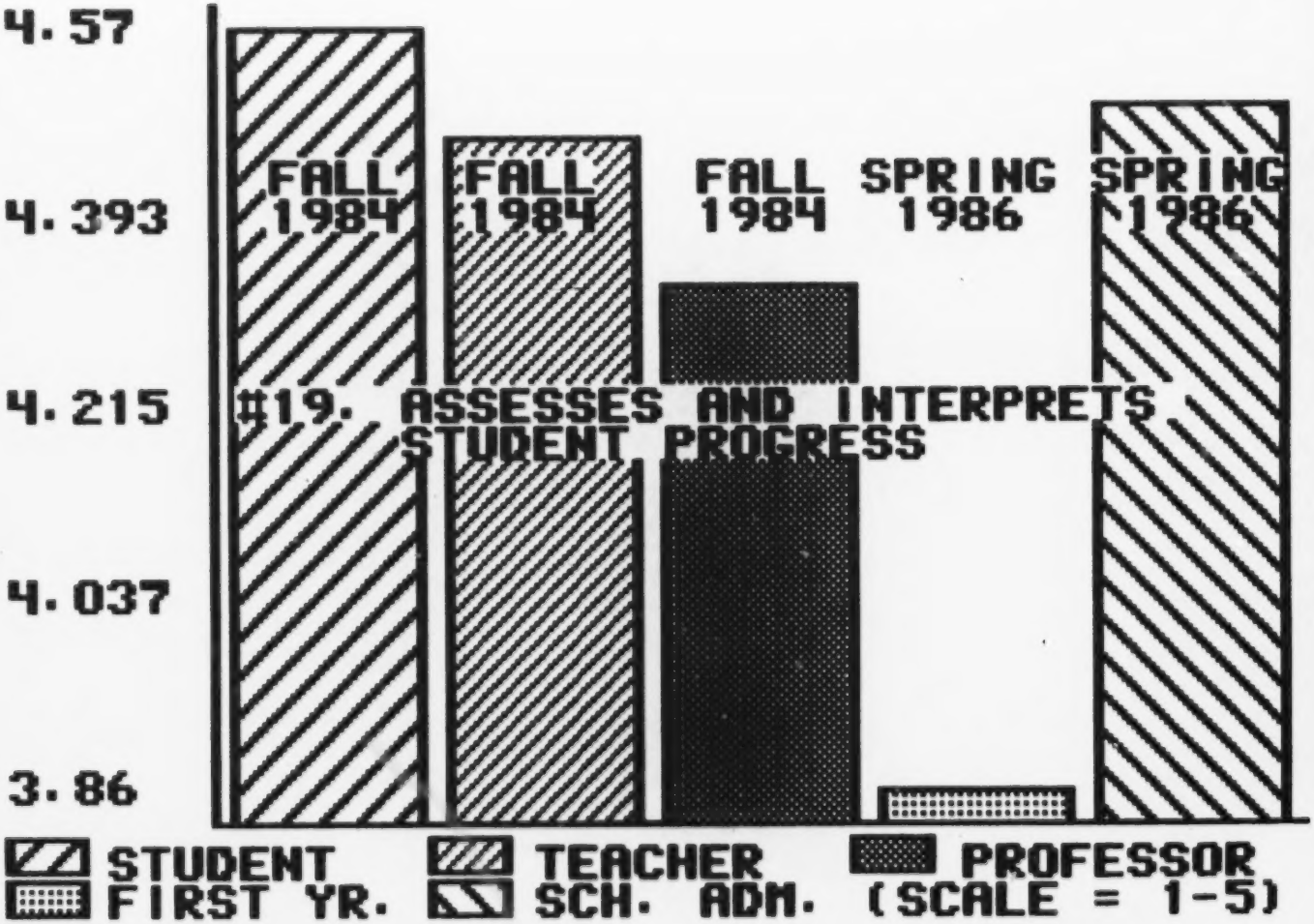

4.41
4.25
4.09
3.93
3.77
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#14. CHOOSES APPROPRIATE STRATEGIES FOR TEACHING
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

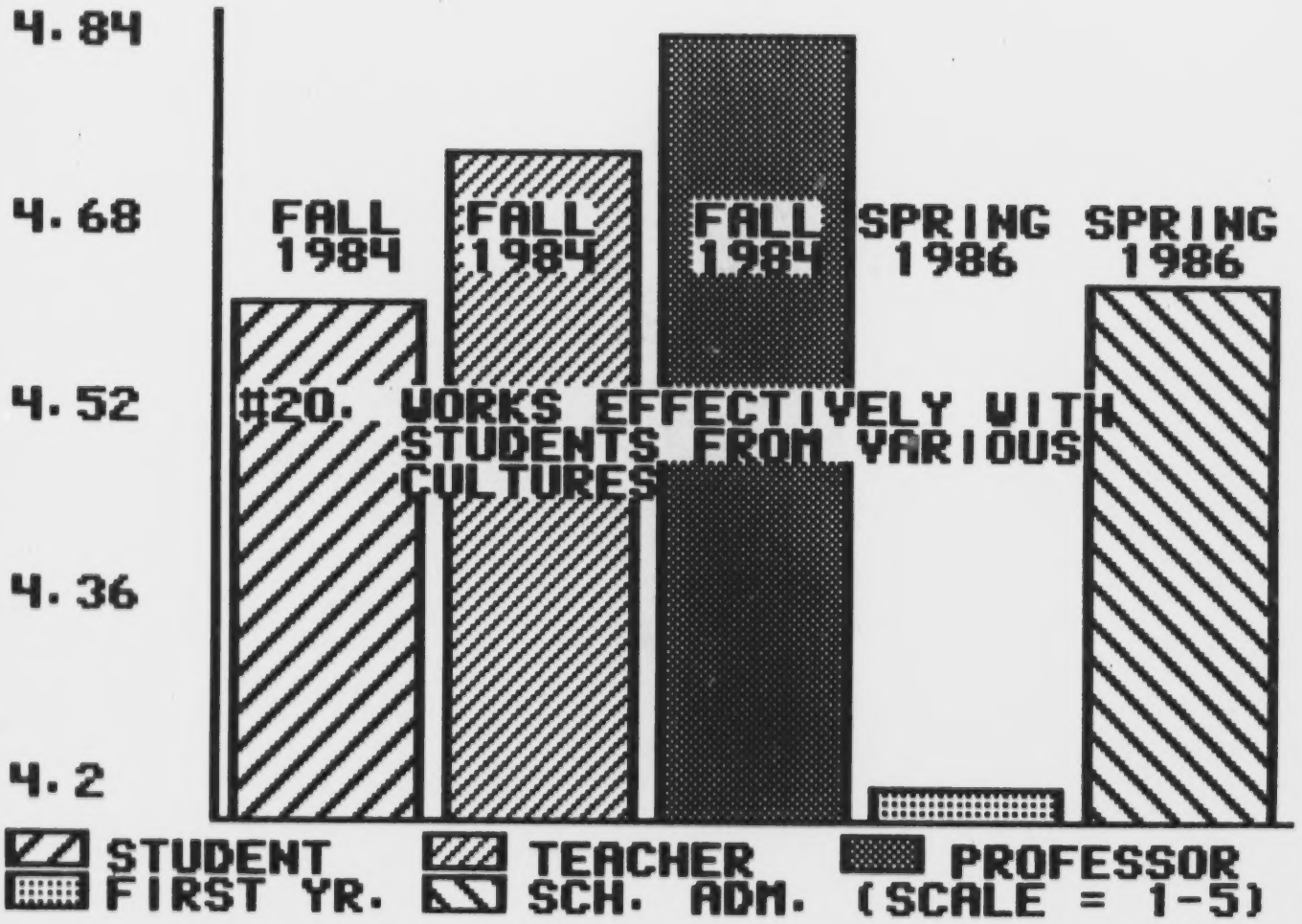

4.5
4.358
4.215
4.073
3.93
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#15. PRESENTS LESSONS EFFECTIVELY
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

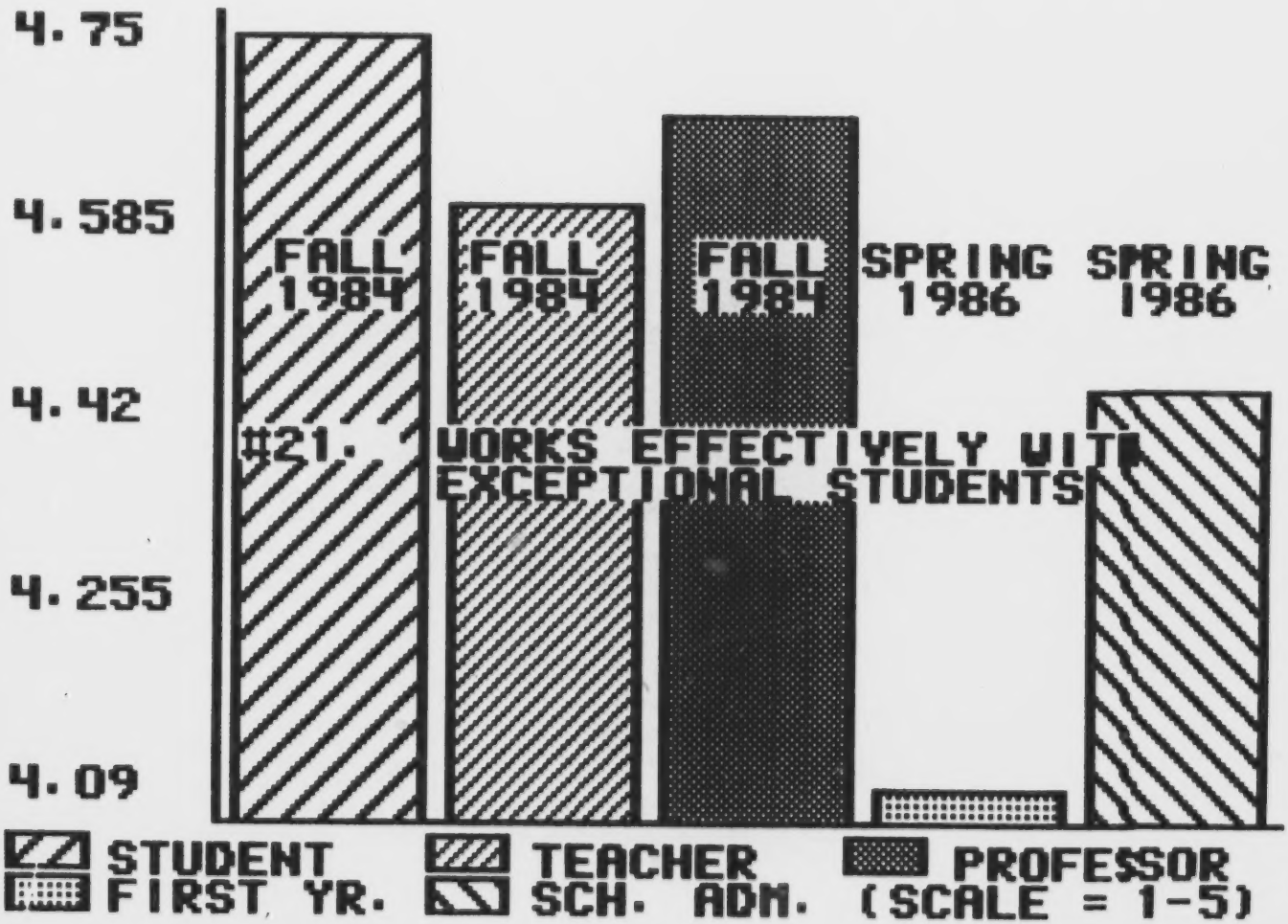

4.63
4.525
4.42
4.315
4.21
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#16. MANAGES CLASSROOM FACILITIES EFFECTIVELY
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

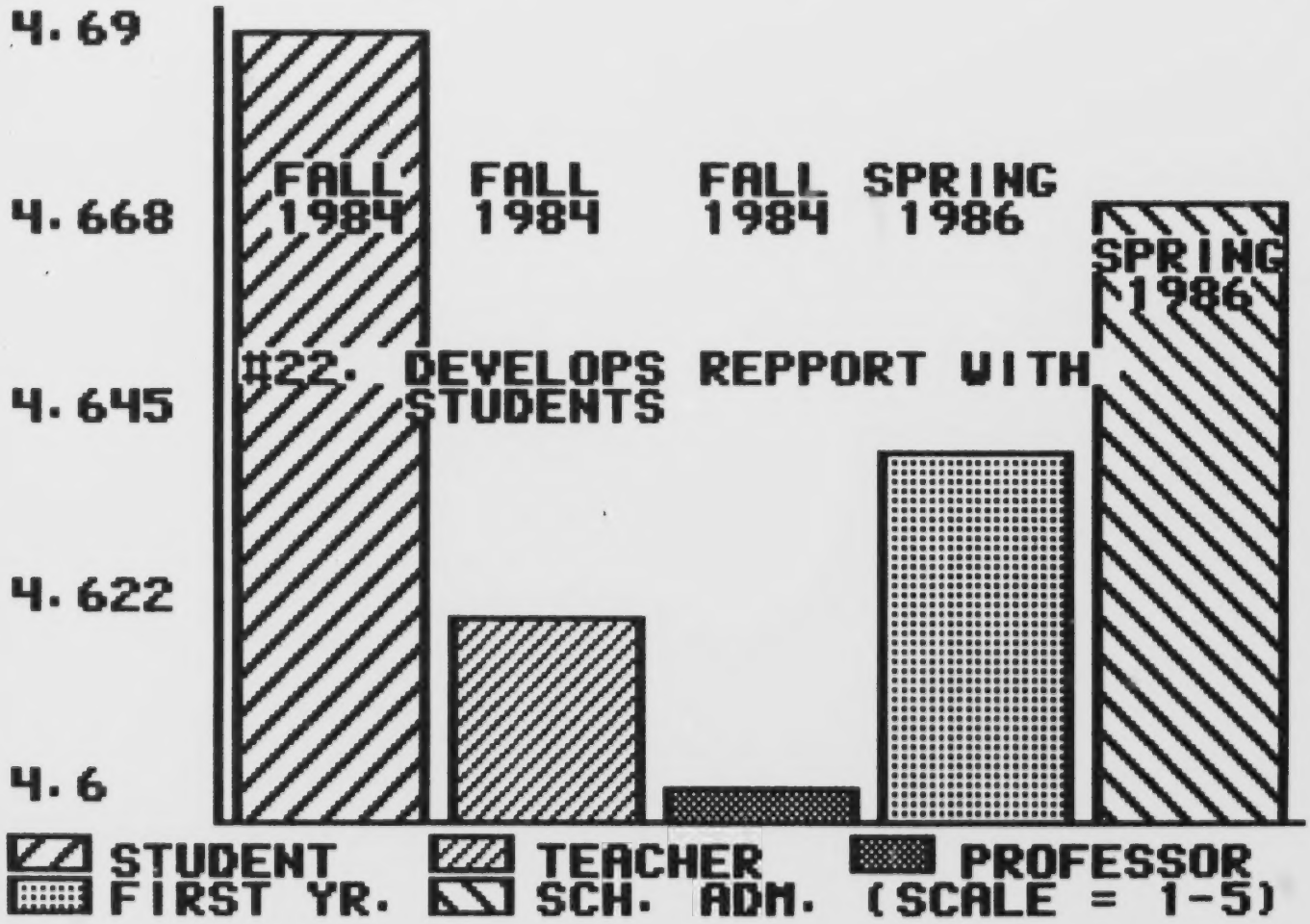

4.4
4.335
4.27
4.205
4.14
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#17. MANAGES CLASSROOM BEHAVIOR EFFECTIVELY
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

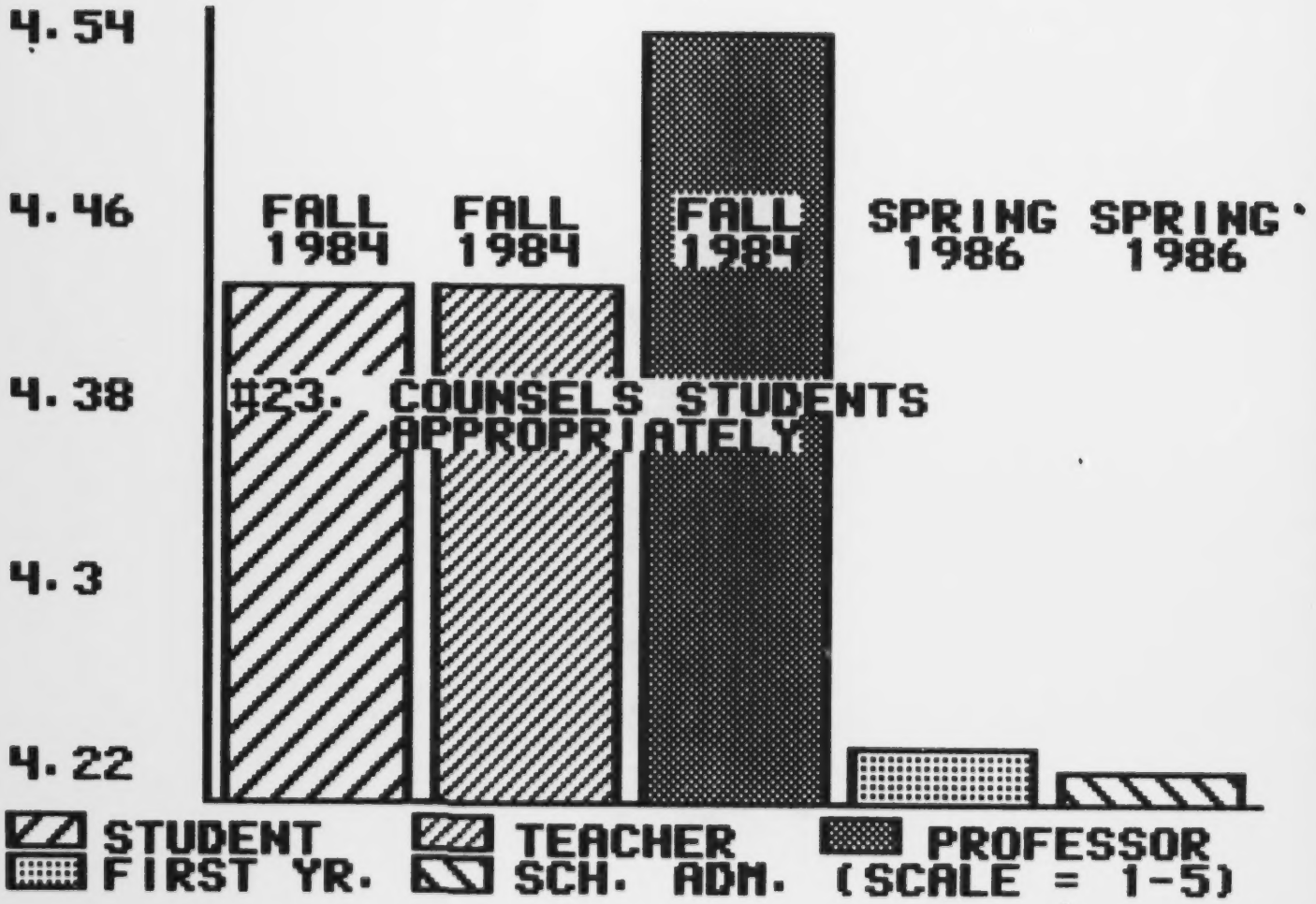

4.52
4.372
4.225
4.078
3.93
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#18. DEVELOPS APPROPRIATE EVALUATION DEVICES
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

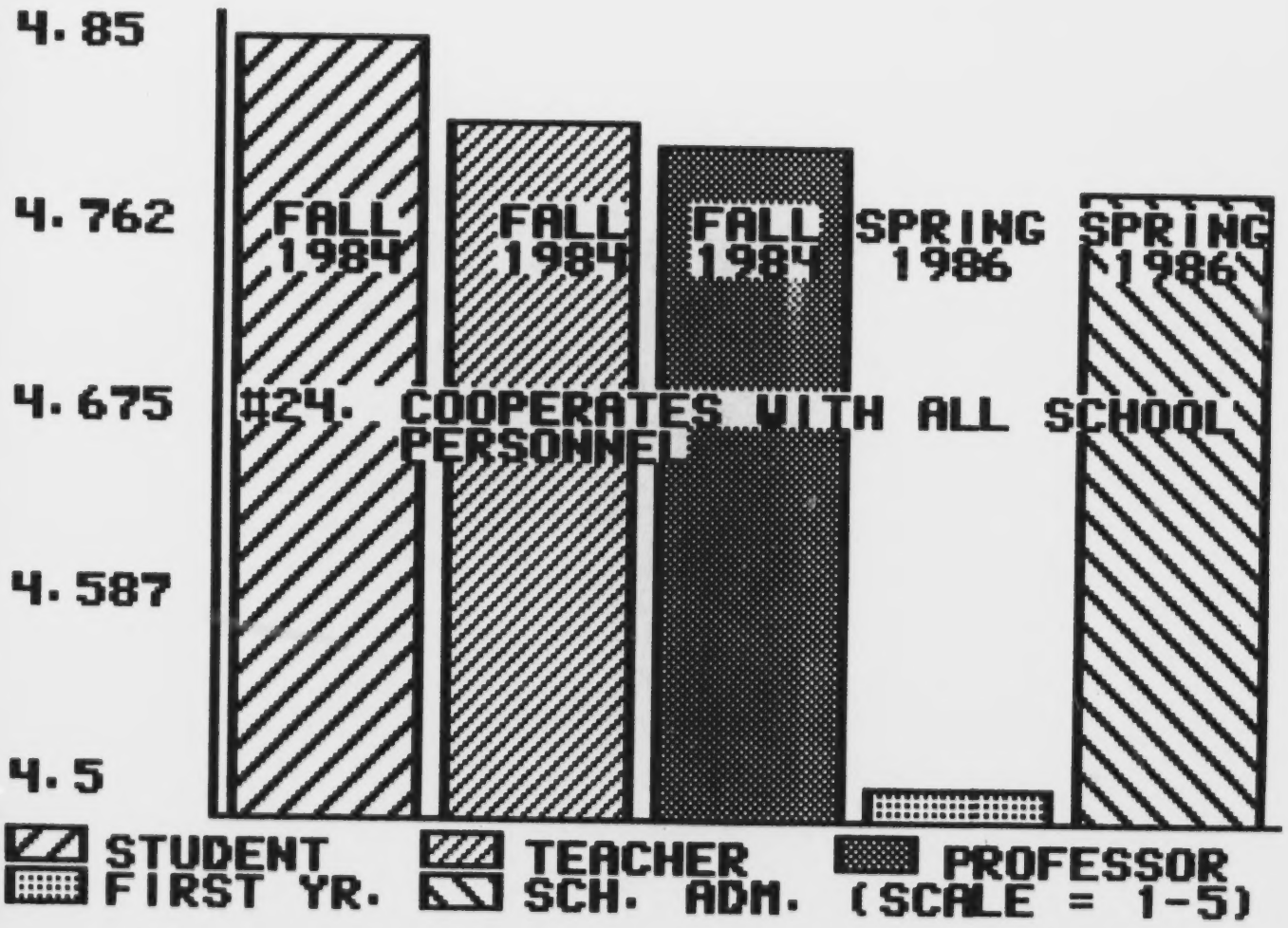

4.57
4.393
4.215
4.037
3.86
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#19. ASSESSES AND INTERPRETS STUDENT PROGRESS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

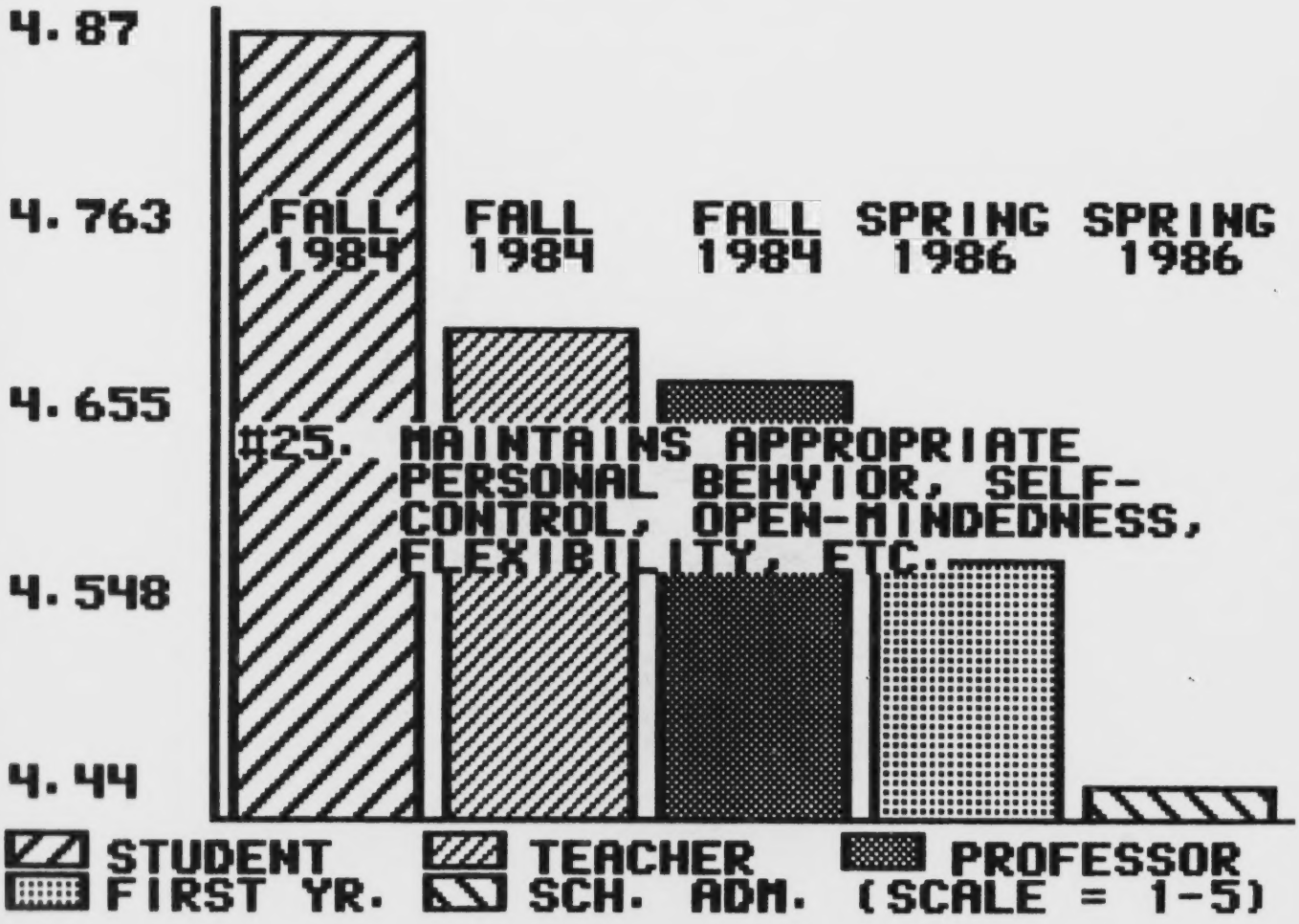

4.84
4.68
4.52
4.36
4.2
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#20. WORKS EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.75
4.585
4.42
4.255
4.09
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#21. WORKS EFFECTIVELY WITH EXCEPTIONAL STUDENTS
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.69
4.668
4.645
4.622
4.6
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#22. DEVELOPS REPPORT WITH STUDENTS
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)


4.54
4.46
4.38
4.3
4.22
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#23. COUNSELS STUDENTS APPROPRIATELY
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)


4.85
4.762
4.675
4.587
4.5
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#24. COOPERATES WITH ALL SCHOOL PERSONNEL
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)


4.87
4.763
4.655
4.548
4.44
FALL 1984
FALL 1984
FALL 1984
SPRING 1986
SPRING 1986
#25. MAINTAINS APPROPRIATE PERSONAL BEHVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY, ETC.
STUDENT
TEACHER
PROFESSOR
FIRST YR.
SCH. ADM.
(SCALE = 1-5)

Conclusions

Based upon an analysis of the data, the following conclusions were derived relative to the competencies listed below:

1. Practice Professional Ethics

   All groups reported high ratings indicating that the professional programs of the Department of Education were able to prepare teachers to practice professional ethics. The very highest ratings were received from the cooperating teacher, university supervisor, and the school principal.

2. Maintain Enthusiasm for Teaching

   All ratings were high. However the lowest rating was indicated by the first year teacher.

3. Confidence in Ability to Teach

   The student teachers expressed the highest rating. However, as first year teachers, their respective ratings were also good but somewhat lower than the other three groups which were all very good.

4. Maintain Professional Appearance

   The very good ratings of the cooperating teacher, first year teacher, and school administrator were very similar. The university supervisors maintained the lowest rating. However, the rating was still good. The best rating was received at the

student teacher stage. Maintaining a professional appearance was one of the competencies that received a high rating from all of the groups.

5. Communicate Effectively in Classroom

The highest rating was awarded by the principals. Likewise, positive ratings were perceived by the other groups with the lowest rating coming from the first year teacher.

6. Participate in Professional Organization

Several groups did not respond to this competencey. Thus, reflecting very little participation in a professional organization during the time spent in the teacher preparation program and as first year teachers. The first year teachers rated this competency lower than any of the other groups, and significally lower than they did as student teachers.

7. Request, Accept, and Profit from Suggestions

Since high ratings were awarded by each of the respective groups, this competence appeared to be effectively addressed by the teacher preparation program.

8. Practice Punctuality

The highest rating was given by the cooperating teachers, and the lowest by the principals. However, all ratings indicated competence in practicing puntuality.

principals. However, all ratings indicated competence in practicing punctuality.

9. Participate in School Activities

All rating were very good, with the lowest rating coming from the first year teachers.

10. Use Appropriate Resources for Development of Lessons

The lowest rating by the first year teachers reflected some concern relative to the use of appropriate resources for the development of lessons. However, all other groups perceived a strength in regards to this competency.

11. Determine Student Needs and Interests

The principals expressed the highest rating regarding the competency of determining student needs and interests. The other ratings were also very good with the lowest rating coming from the university supervisors.

12. Develop Long-Range and Daily Plans

First year teachers rated themselves lower than they were rated by the other groups concerning the competencies related to the development of long-range and daily plans. However, in general, all groups perceived a good degree of competence existing in this dimension.

13. Obtain Appropriate Resources for Teaching

The first year teachers' ratings were good but lower than those awarded by the principals in regards to the competency of obtaining appropriate resources for teaching. All other groups maintained a very high Mean rating for this competency.

14. Choose Appropriate Strategies for Teaching

The first year teachers indicated a need for greater competency in this area. However, the other groups were more positive in their responses.

15. Present Lessons Effectively

All groups were well above average in their perceptions of this competency except for the first year teachers who reflected some concern in this regards.

16. Manage Classroom Facilities Effectively

Managing classroom facilities effectively was a competence that received relatively high ratings from all groups. The highest rating was originally expressed by the first year teacher during his/her stage as a student teacher. However, later as a first year teacher, the competency received the lowest rating.

17. Manage Classroom Behavior Effectively

The first year teachers, the student teachers, and the cooperating teachers rated the competency in managing classroom behavior a little lower than did the other two groups. This competency undoubtedly deserves further study and deliberation in program planning. Yet the Mean value for each of the respective groups was good.

18. Develop Appropriate Evaluation Devices

The first year teachers perceived the need for greater competence concerning the development of appropriate devices for evaluation.

19. Assess and Interpret Student Progress

The first year teachers reflected the need for greater competence in interpreting student progress. However, the other groups did not express this concern.

20. Work Effectively With Students From Various Cultures

Undergraduates who had an opportunity to work with students from various cultures were successful in their efforts. However, a significant number of undergraduates were not provided an opportunity to perform this competence.

21. Work Effectively With Exceptional Students

A very significant number of undergraduates reported that they had no opportunity to work with exceptional students. All other groups agreed with the undergraduates. Yet the ratings were very good

when directed towards those who had such an experience.

22. Develop Rapport With Students

All groups were rated very high in the competency of developing rapport with students. The teacher preparation program appeared successful in developing this competency.

23. Counsel Students Appropriately

All groups perceived the student teacher as having competence in this area. The lowest ratings were expressed by the school principal and the first year teacher.

24. Cooperate With All School Personnel

All groups presented a very high rating in the competency of cooperating with all school personnel. Therefore, the preparation program has been successful in the development of this competency.

25. Maintain Appropriate Personal Behavior, Self-Control, Open-Mindedness, Flexibility

The teacher preparation program has been successful in developing the competencies relative to maintaining appropriate personal behavior, self-control, open-mindedness, and flexibility. All groups indicated a very high rating in this competency.

TABULAR ILLUSTRATIONS OF THE MEAN VALUES DERIVED FROM THE SPRING SEMESTER, 1985 STUDENT TEACHERS INVOLVED IN THE SPRING SEMESTER, 1986 FOLLOW-UP STUDY AS FIRST YEAR TEACHERS

The following tables illustrate the Mean values relative to the student teachers of Spring Semester, 1985. The data were obtained during Spring Semester, 1986 in regards to their readiness for assuming the responsibilities related to their teaching assignment as a first year teacher.

PART A-PROFESSIONAL COMPETENCE
QUESTION 1-PRACTICE PROFESSIONAL ETHICS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of 1st Yr. Teacher
1	0	2	0	0	0
2	0	0	0	0	0
3	1	2	1	0	1
4	12	11	2	8	2
5	26	38	39	6	6
Competent					
NA	3	1	3	0	0
Mean	4.64	4.57	4.90	4.43	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 2-MAINTAIN ENTHUSIASM FOR TEACHING

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal 1st Yr.Teacher
1	0	0	0	0	0
2	0	3	1	0	0
3	1	5	4	2	1
4	13	12	7	6	2
5	28	34	33	6	6
Competent					
NA	0	0	0	0	0
Mean	4.64	4.43	4.60	4.29	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 3-CONFIDENCE IN ABILITY TO TEACH

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	0	0
2	0	4	1	1	0
3	2	7	8	3	2
4	19	15	10	5	2
5	21	27	26	5	5
Competent					
NA	0	0	0	0	0
Mean	4.45	4.17	4.36	4.00	4.33

PART A-PROFESSIONAL COMPETENCE

QUESTION 4-MAINTAIN PROFESSIONAL APPEARANCE

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	4	0	0	0
3	1	3	2	1	0
4	15	11	13	4	4
5	26	36	29	9	5
Competent					
NA	0	0	1	0	0
Mean	4.60	4.46	4.61	4.57	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 5-COMMUNICATE EFFECTIVELY IN CLASSROOM

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	1	4	1	0	0
3	4	5	7	3	0
4	21	15	15	6	4
5	16	26	22	5	5
Competent					
NA	0	2	0	0	0
Mean	4.24	4.13	4.29	4.14	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 6-PARTICIPATE IN PROFESSIONAL ORGANIZATION

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	2	0	0	1	0
2	0	2	0	3	0
3	2	1	0	3	0
4	9	2	4	4	2
5	8	13	4	1	2
Competent					
NA	21	34	37	2	5
Mean	4.00	4.44	4.50	3.08	4.50

PART A-PROFESSIONAL COMPETENCE

QUESTION 7-REQUEST, ACCEPT, AND PROFIT FROM SUGGESTIONS

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	1	0	0	0
3	4	2	2	1	0
4	8	10	4	5	4
5	28	38	38	8	5
Competent					
NA	2	1	1	0	0
Mean	4.60	4.53	4.82	4.50	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 8-PRACTICE PUNCTUALITY

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	0	0
2	1	2	0	0	1
3	4	5	2	0	0
4	7	13	0	5	1
5	29	32	40	9	7
Competent					
NA	1	1	3	0	0
.....	4.56	4.38	4.90	4.64	4.56

PART A-PROFESSIONAL COMPETENCE

QUESTION 9-PARTICIPATE IN SCHOOL ACTIVITIES

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	1	1	0	0	0
3	4	4	1	0	1
4	7	9	4	7	0
5	24	29	27	7	7
Competent					
NA	6	9	13	0	1
Mean	4.50	4.38	4.81	4.50	4.75

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 10-USE APPROPRIATE RESOURCES FOR DEVELOPMENT OF LESSONS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	1	0
3	0	5	5	3	0
4	12	12	10	8	6
5	25	35	30	2	3
Competent					
NA	5	1	0	0	0
Mean	4.68	4.53	4.56	3.79	4.33

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 11-DETERMINE STUDENT NEEDS AND INTERESTS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	2	0	0	0
3	4	6	2	2	0
4	20	14	20	8	5
5	17	27	23	4	4
Competent					
NA	1	3	0	0	0
Mean	4.32	4.22	4.47	4.14	4.44

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 12-DEVELOP LONG-RANGE AND DAILY PLANS

Incompent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	7	1	1	0
3	4	6	6	2	2
4	15	12	11	7	3
5	23	29	27	4	4
Competent					
NA	0	0	0	0	2
Mean	4.45	4.17	4.42	4.00	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 13-OBTAIN APPROPRIATE RESOURCES FOR TEACHING

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	0	0
2	0	1	0	1	0
3	3	6	6	2	1
4	16	14	10	6	5
5	22	32	29	5	3
Competent					
NA	1	0	0	0	0
Mean	4.46	4.39	4.51	4.07	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 14-CHOOSE APPROPRIATE STRATEGIES FOR TEACHING

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	1	0
2	1	3	0	0	0
3	3	10	7	4	1
4	23	8	22	4	5
5	14	32	16	4	3
Competent					
NA	1	0	0	1	0
Mean	4.22	4.24	4.20	3.77	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 15-PRESENT LESSONS EFFECTIVELY

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	1	2	1	0
3	7	7	5	3	2
4	16	14	14	6	3
5	19	29	24	4	4
Competent					
NA	0	1	0	0	0
Mean	4.29	4.26	4.33	3.93	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 16-MANAGE CLASSROOM FACILITIES EFFECTIVELY

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	1	0	0	0
2	0	2	0	0	0
3	1	7	5	1	2
4	24	13	19	9	2
5	17	30	21	4	5
Competent					
NA	0	1	0	0	0
Mean	4.38	4.30	4.36	4.21	4.33

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 17-MANAGE CLASSROOM BEHAVIOR EFFECTIVELY

Incom-pent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	2	1	1	1
3	5	6	8	1	0
4	21	20	21	7	4
5	13	24	15	5	4
Competent					
NA	3	0	0	0	0
Mean	4.21	4.15	4.11	4.14	4.22

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 18-DEVELOP APPROPRIATE EVALUATION DEVICES

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	1	0	0	1	0
3	3	3	2	3	1
4	16	15	13	6	5
5	17	27	19	4	2
Competent					
NA	5	7	10	0	1
Mean	4.32	4.38	4.50	3.93	4.13

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 19-ASSESS AND INTERPRET STUDENT PROGRESS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	0	0	0	0
3	3	4	0	5	0
4	16	18	14	6	4
5	17	27	19	3	4
Competent					
NA	6	3	12	0	1
Mean	4.39	4.33	4.58	3.86	4.50

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 20-WORK EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	1	0	1	0
3	1	2	2	2	0
4	13	5	3	1	3
5 Competent	14	34	23	6	5
NA	14	12	17	4	1
Mean	4.46	4.71	4.75	4.20	4.63

PART B-INSTRUCTIONAL COMPETENCE

QUESTION 21-WORK EFFECTIVELY WITH EXCEPTIONAL STUDENTS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	0	1	0	0
3	0	2	0	3	0
4	3	2	4	4	5
5	14	15	19	4	4
Competent					
NA	15	25	21	3	0
Mean	4.82	4.68	4.71	4.09	4.44

PART C-INTERPERSONAL COMPETENCE

QUESTION 22-DEVELOP RAPPORT WITH STUDENTS

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	4	1	0	0
3	2	6	2	1	0
4	12	5	11	3	3
5	26	35	30	10	6
Competent					
NA	2	4	1	0	0
Mean	4.60	4.42	4.59	4.64	4.67

PART C-INTERPERSONAL COMPETENCE

QUESTION 23-COUNSEL STUDENTS APPROPRIATELY

Incom-petent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	0	0	0	0
2	0	3	0	0	0
3	1	3	1	2	1
4	16	10	11	6	5
5	20	30	19	5	3
Competence					
NA	19	8	14	1	0
Mean	4.51	4.46	4.58	4.23	4.22

PART C-INTERPERSONAL COMPETENCE

QUESTION 24-COOPERATE WITH ALL SCHOOL PERSONNEL

Incompetent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal of First Yr. Teacher
1	0	2	0	0	0
2	0	0	0	0	0
3	0	1	0	1	0
4	8	5	7	5	2
5	33	45	28	8	7
Competent					
NA	1	1	10	0	0
Mean	4.80	4.72	4.80	4.50	4.78

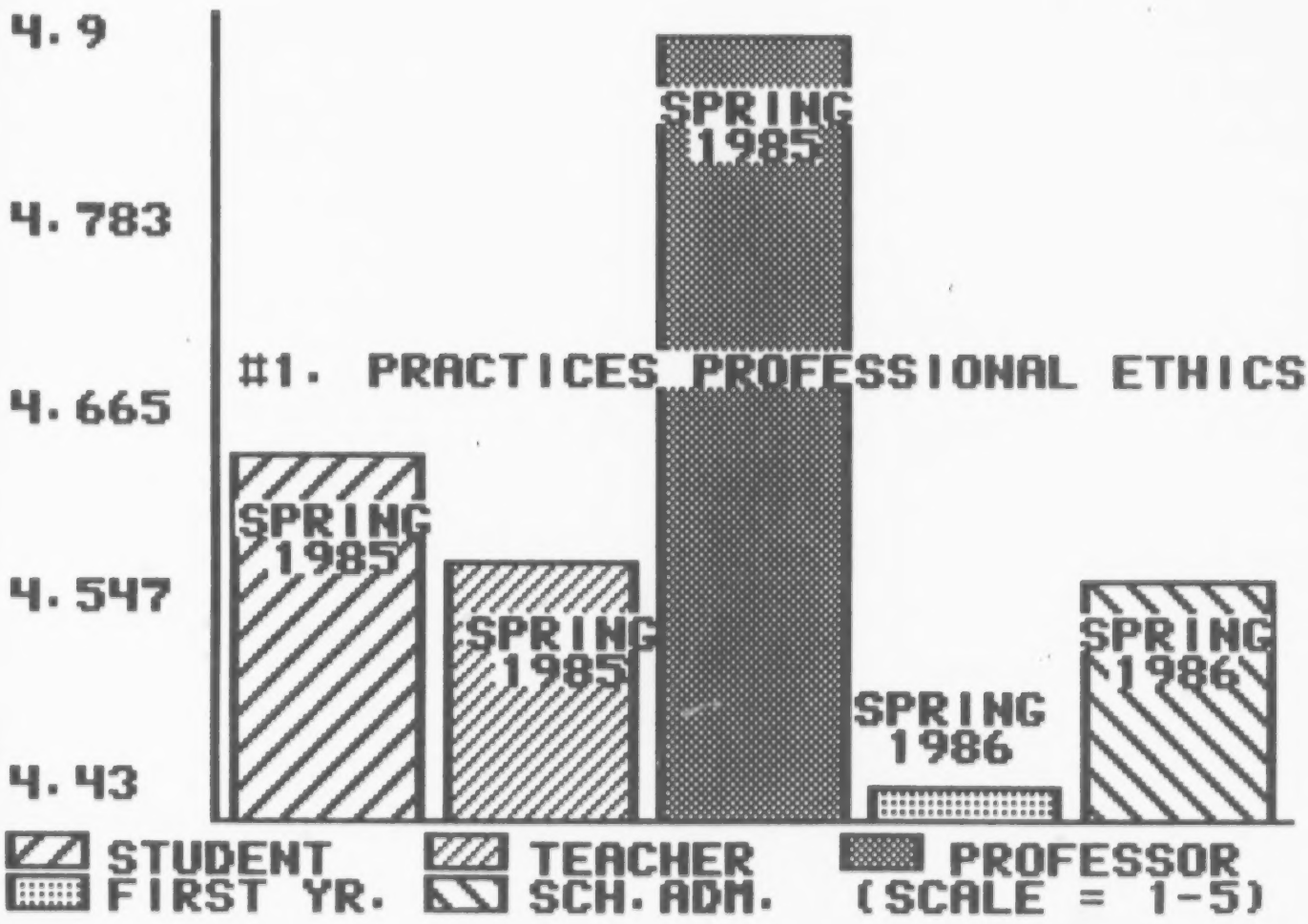
PART C-INTERPERSONAL COMPETENCE

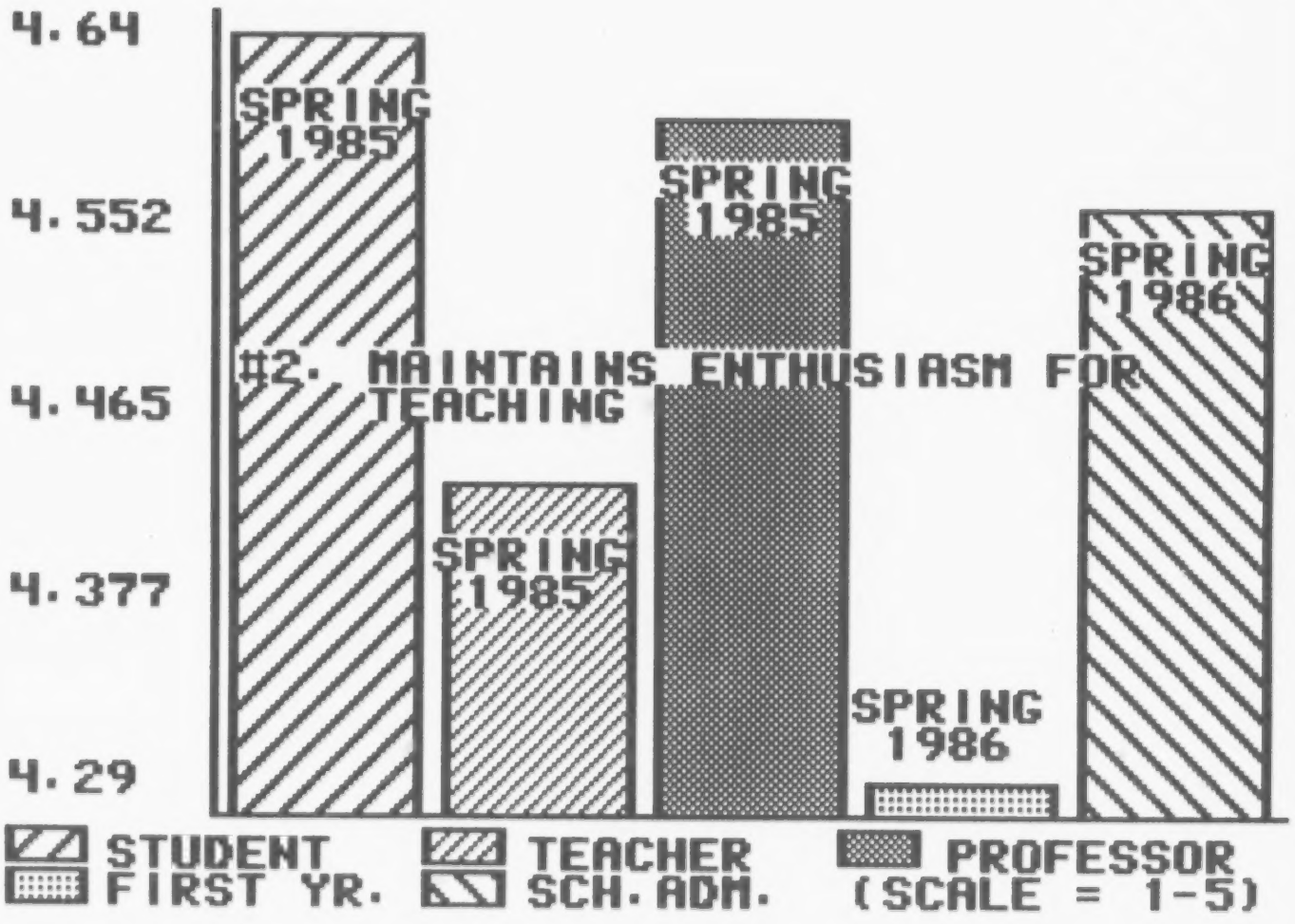
QUESTION 25-MAINTAIN APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL OPEN-MINDEDNESS, FLEXIBILITY

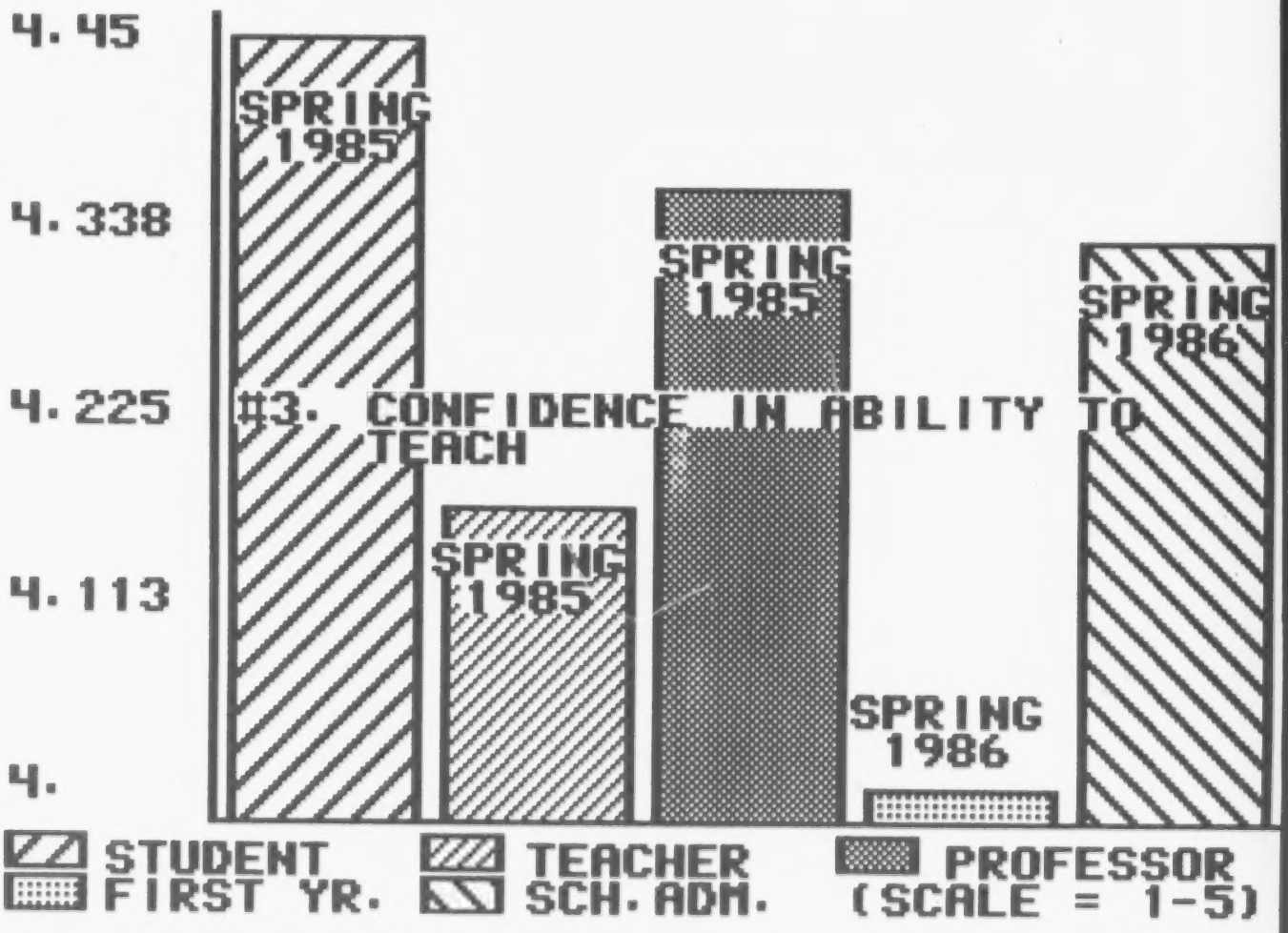
Incompetent	Spring 85 Student Teacher	Spring 85 Cooperating Teacher	Spring 85 University Supervisor	Spring 86 First Yr. Teacher	Spring 86 Principal Of First Yr. Teacher
1	0	2	0	0	0
2	0	0	0	0	0
3	1	5	2	0	1
4	7	5	6	6	3
5	32	41	37	8	5
Competence					
NA	2	1	0	0	0
Mean	4.78	4.57	4.78	4.57	4.44

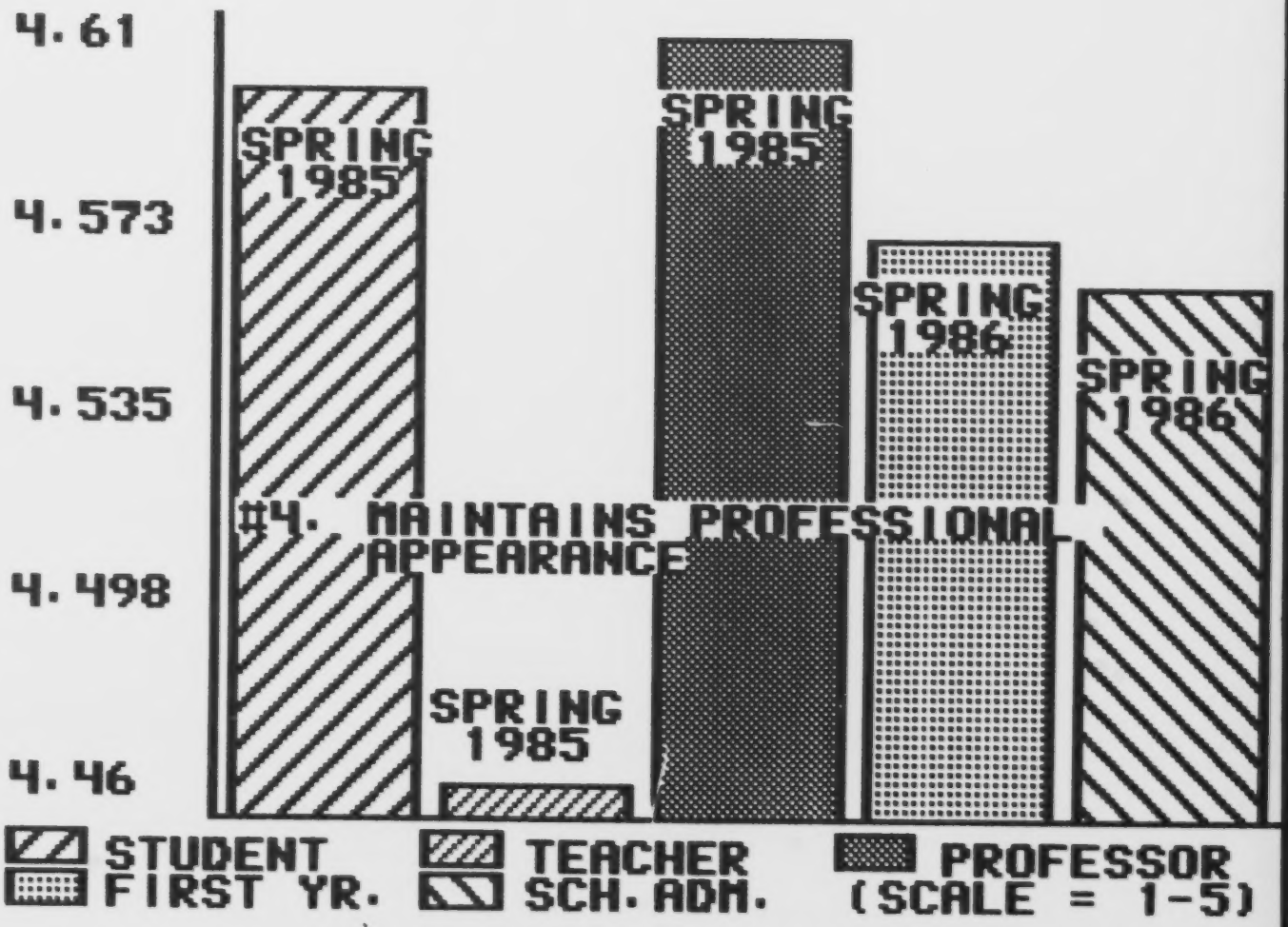
GRAPHIC ILLUSTRATIONS OF THE MEAN VALUES DERIVED FROM THE SPRING SEMESTER, 1985 STUDENT TEACHERS INVOLVED IN THE SPRING SEMESTER, 1986 FOLLOW-UP STUDY AS FIRST YEAR TEACHERS

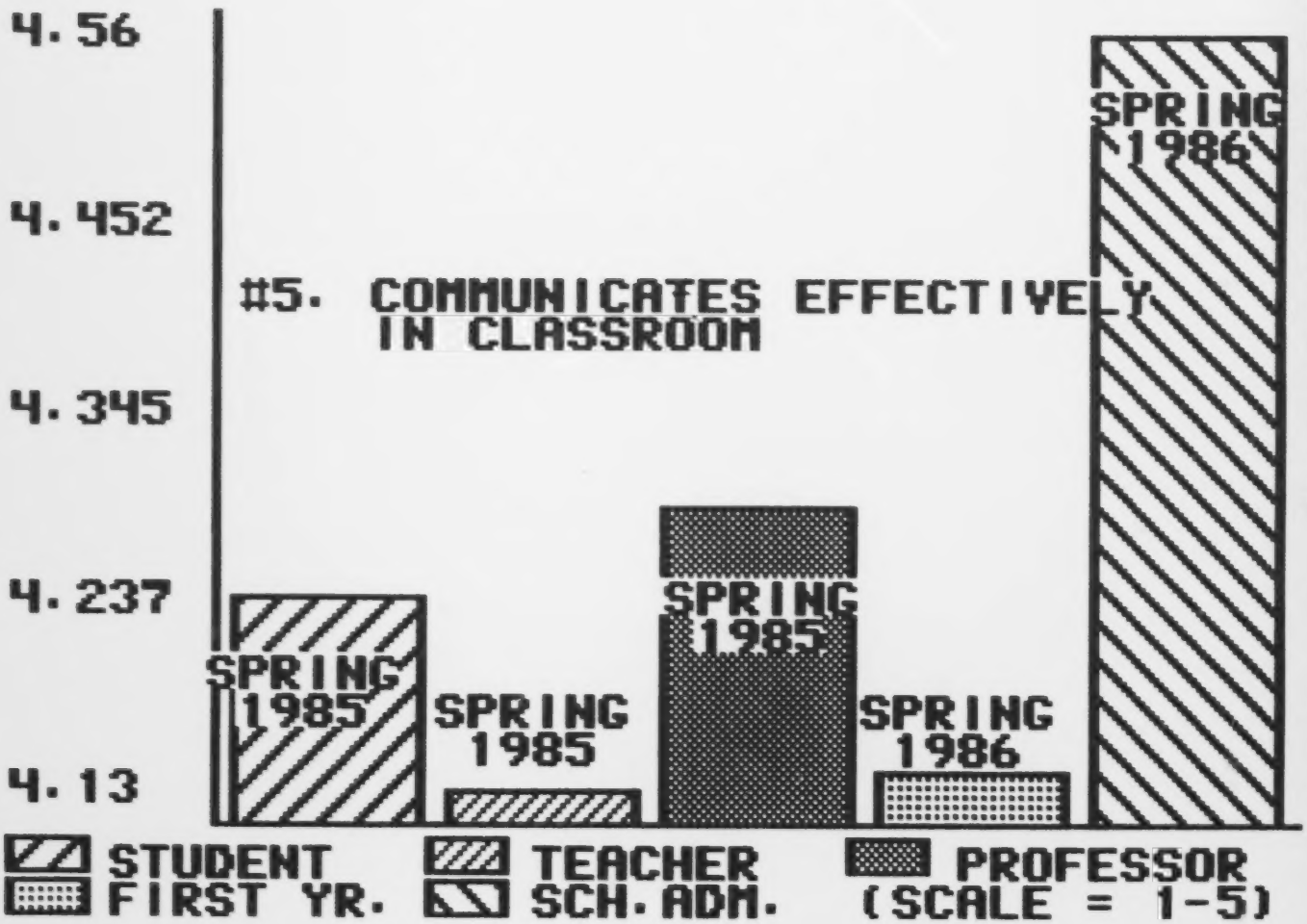
The following graphs illustrate the Mean values previously explained and depicted in tabular form relative to the student teachers of Spring Semester, 1985. The data were obtained during Spring Semester, 1986 in regards to their readiness for assuming the responsibilities related to their teaching assignment as a first year teacher.

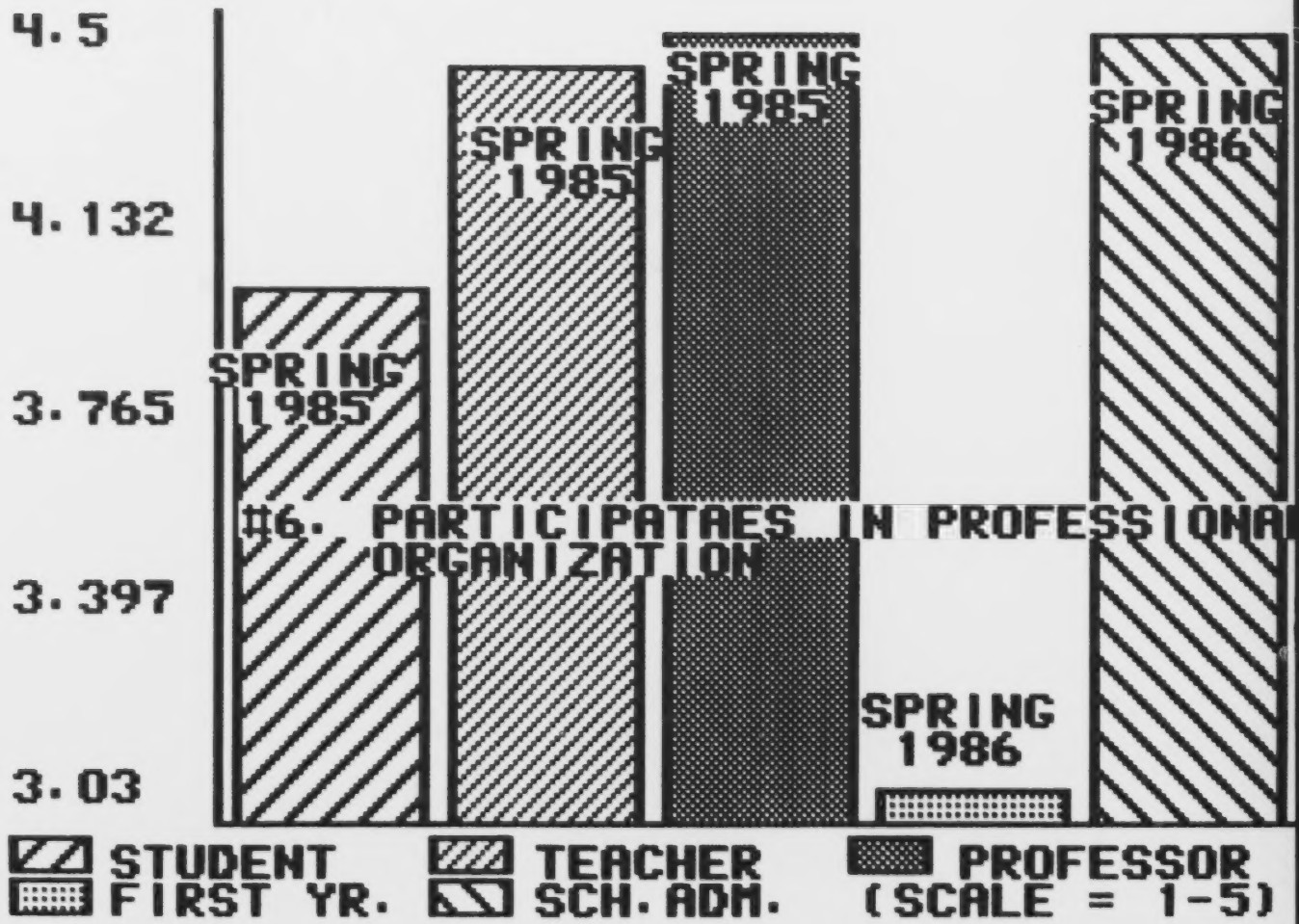

4.9
4.783
4.665
4.547
4.43
#1. PRACTICES PROFESSIONAL ETHICS
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

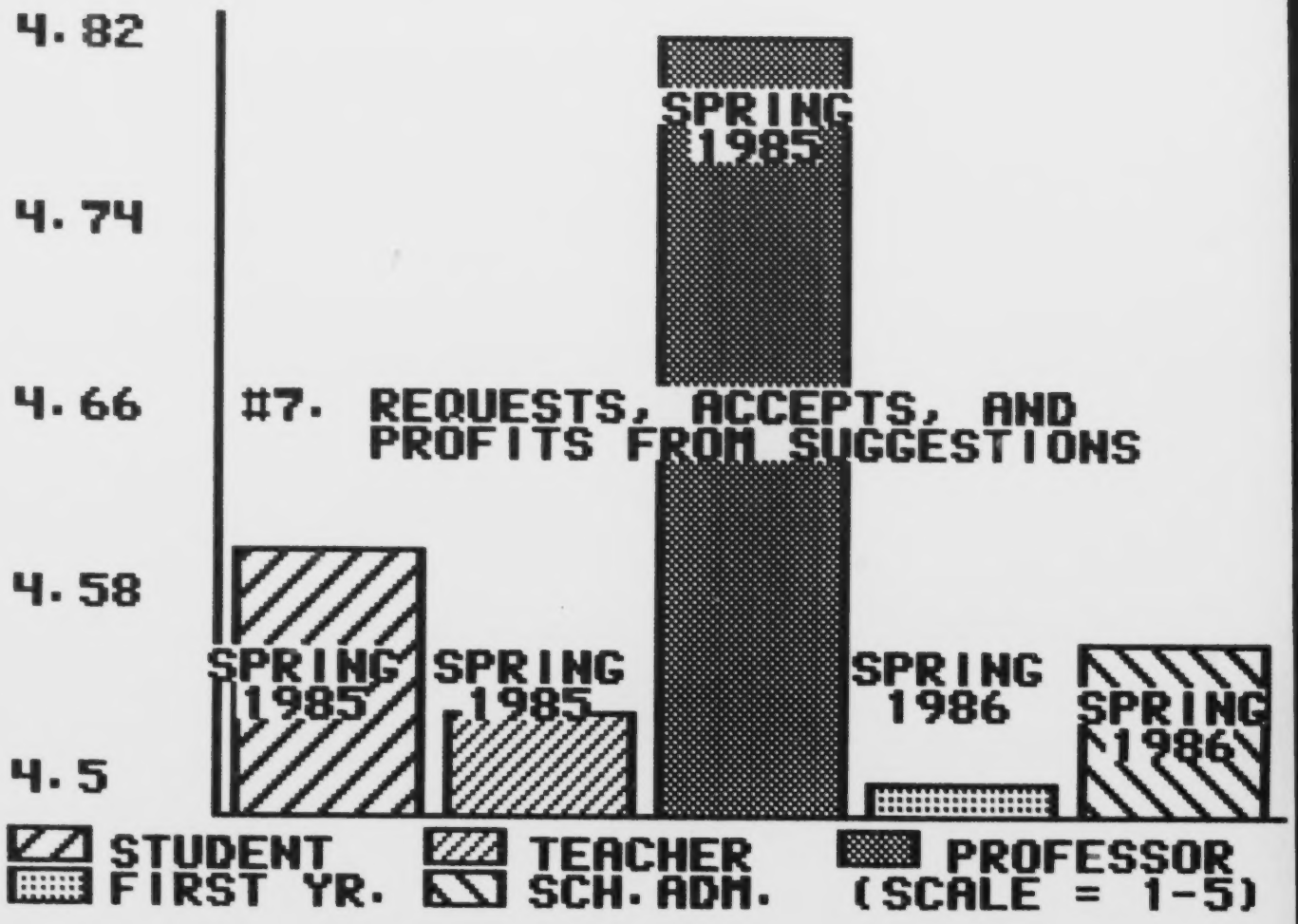

4.64
4.552
4.465
4.377
4.29
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#2. MAINTAINS ENTHUSIASM FOR TEACHING
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

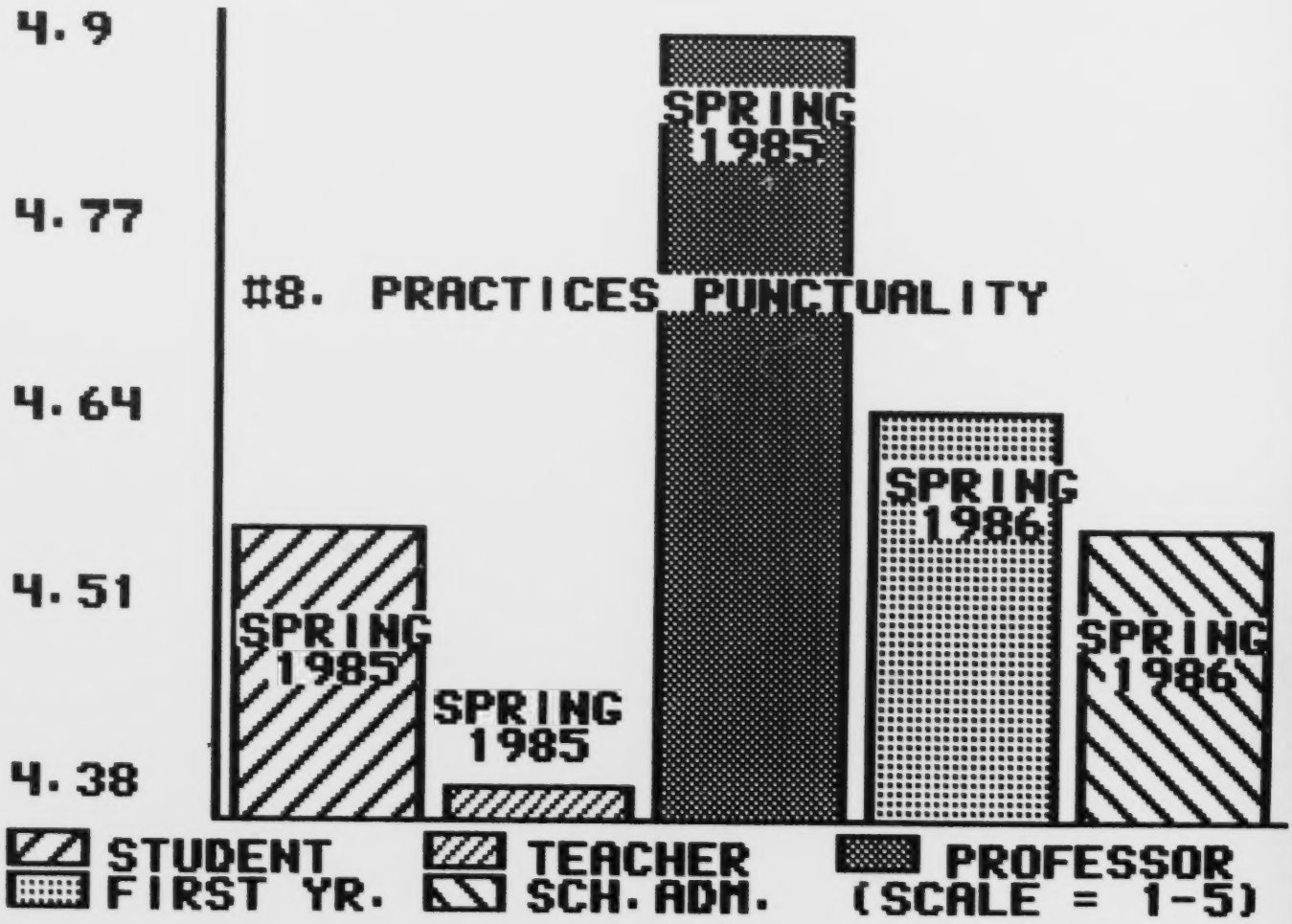

4.45
4.338
4.225
4.113
4.
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#3. CONFIDENCE IN ABILITY TO TEACH
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

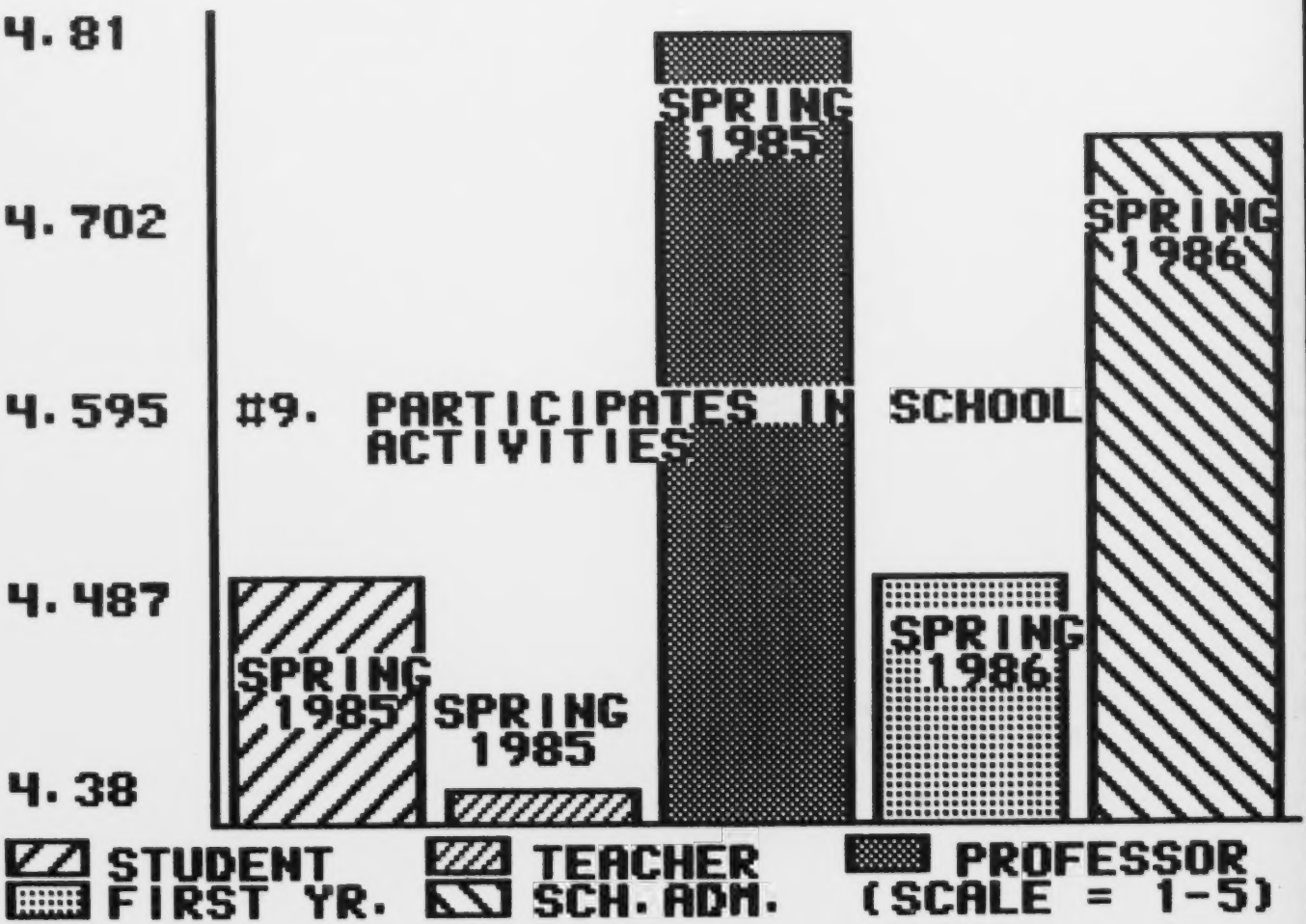

4.61
4.573
4.535
4.498
4.46
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#4. MAINTAINS PROFESSIONAL APPEARANCE
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR (SCALE = 1-5)

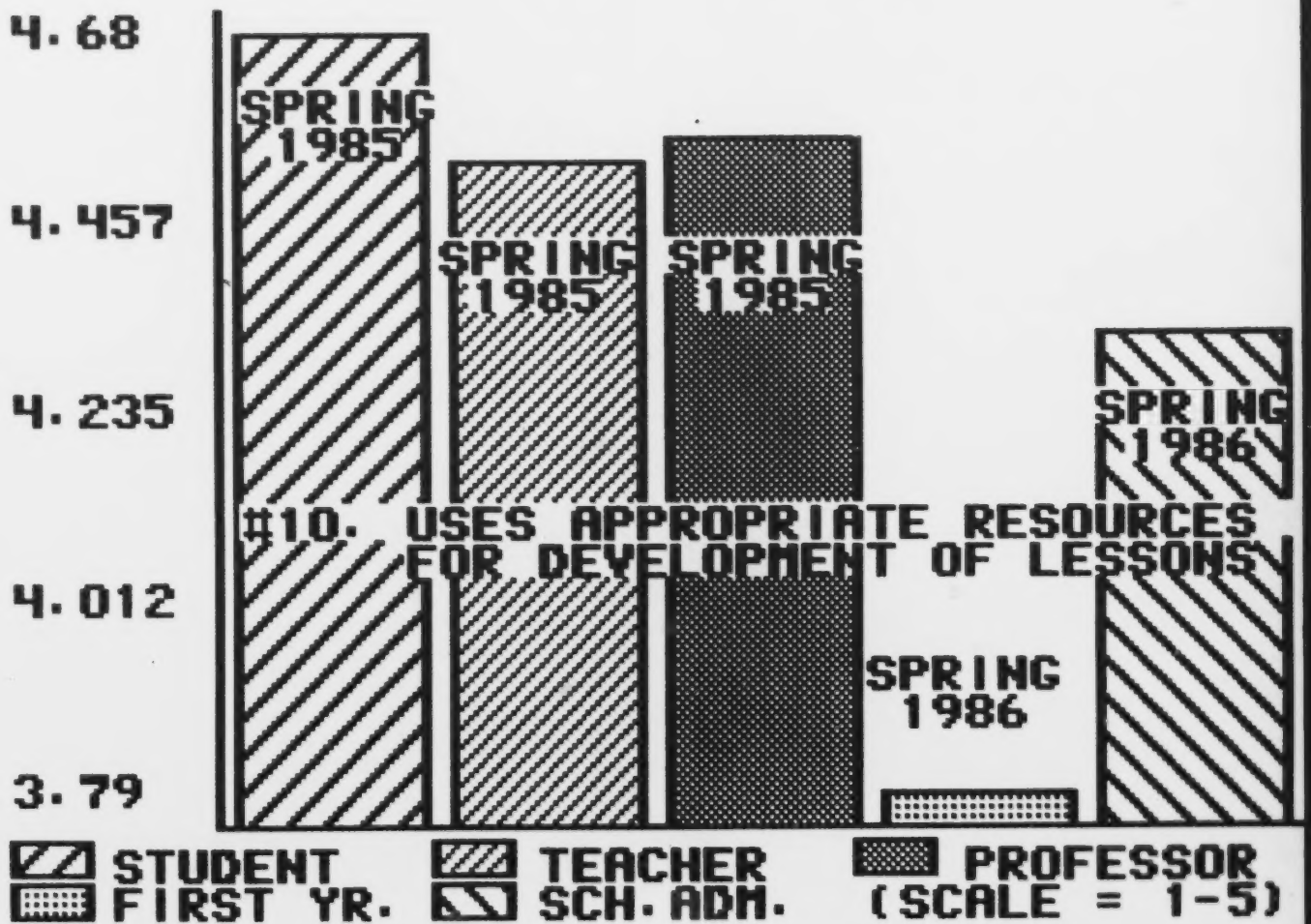

4.56
4.452
4.345
4.237
4.13
#5. COMMUNICATES EFFECTIVELY IN CLASSROOM
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

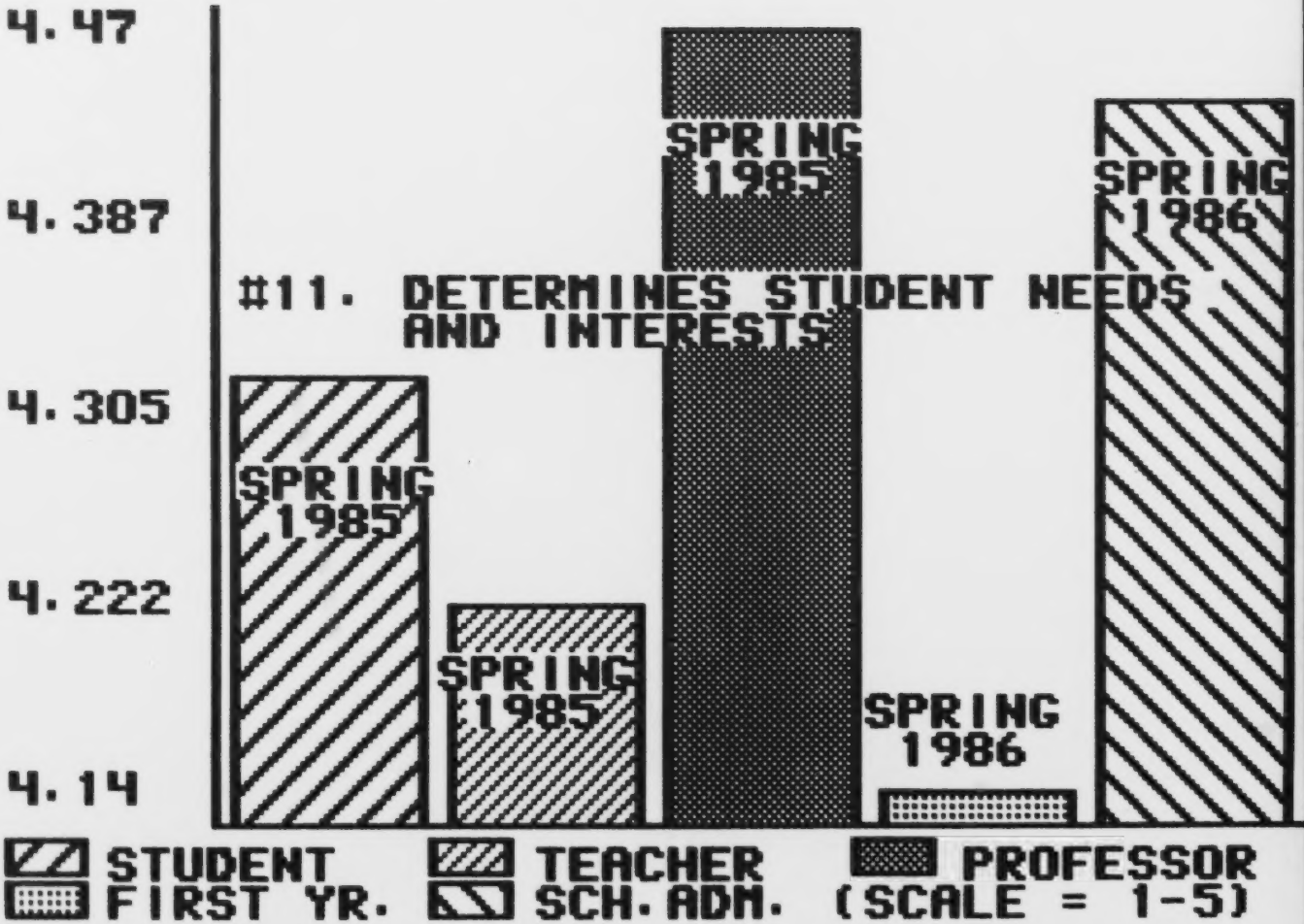

4.5
4.132
3.765
3.397
3.03
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#6. PARTICIPATAES IN PROFESSIONAL ORGANIZATION
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

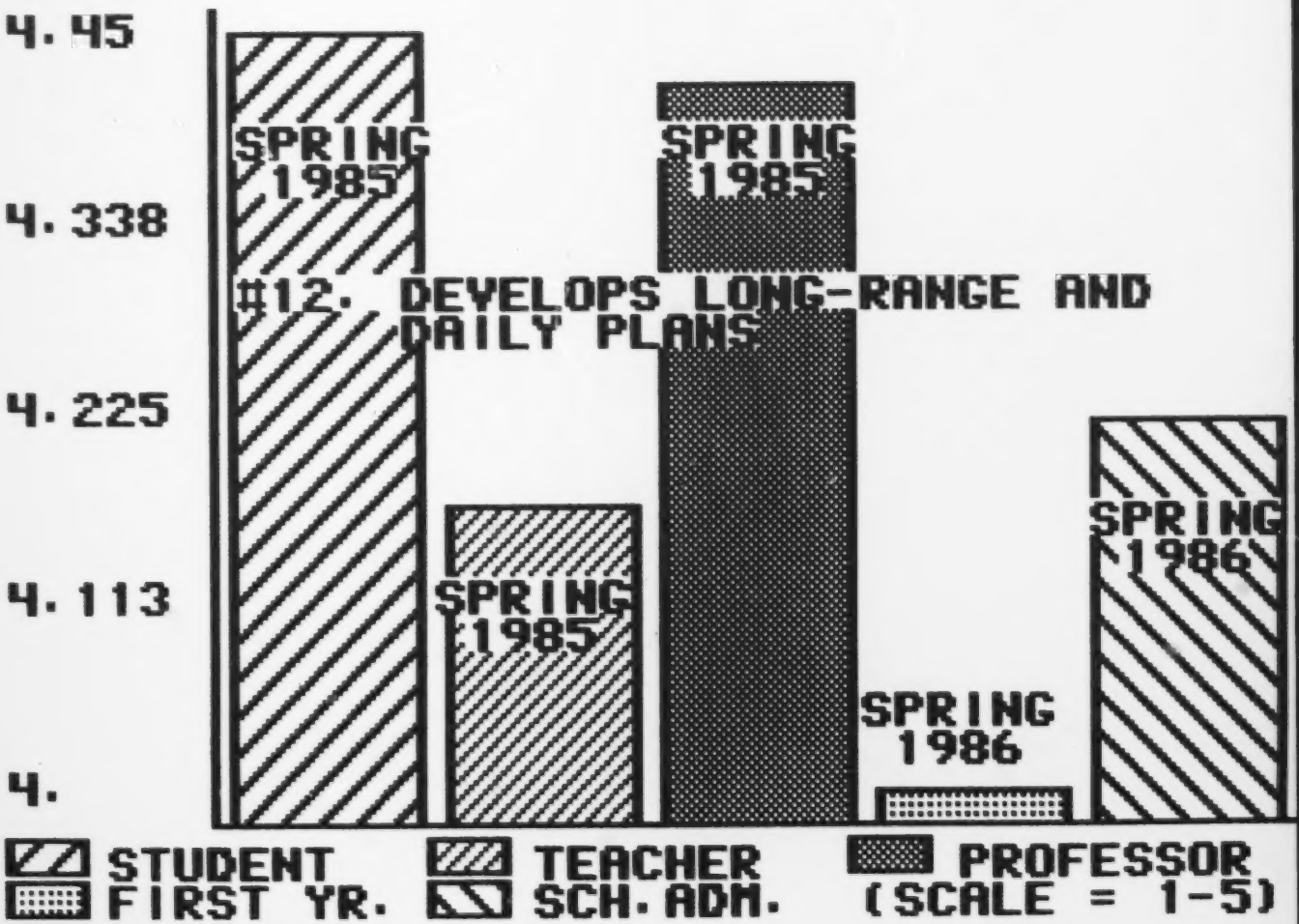

4.82
4.74
4.66
4.58
4.5
#7. REQUESTS, ACCEPTS, AND PROFITS FROM SUGGESTIONS
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

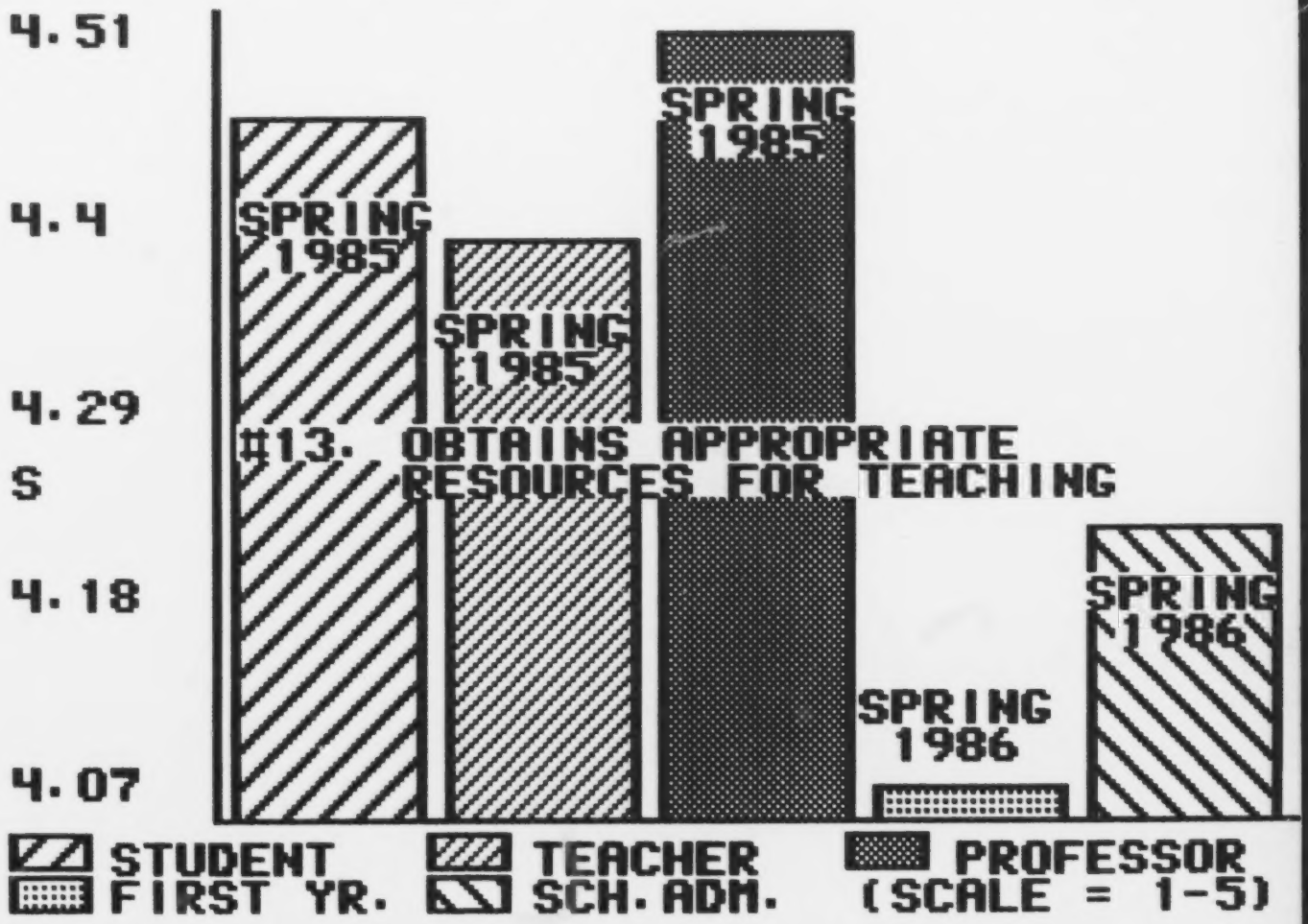

4.9
4.77
4.64
4.51
4.38
#8. PRACTICES PUNCTUALITY
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

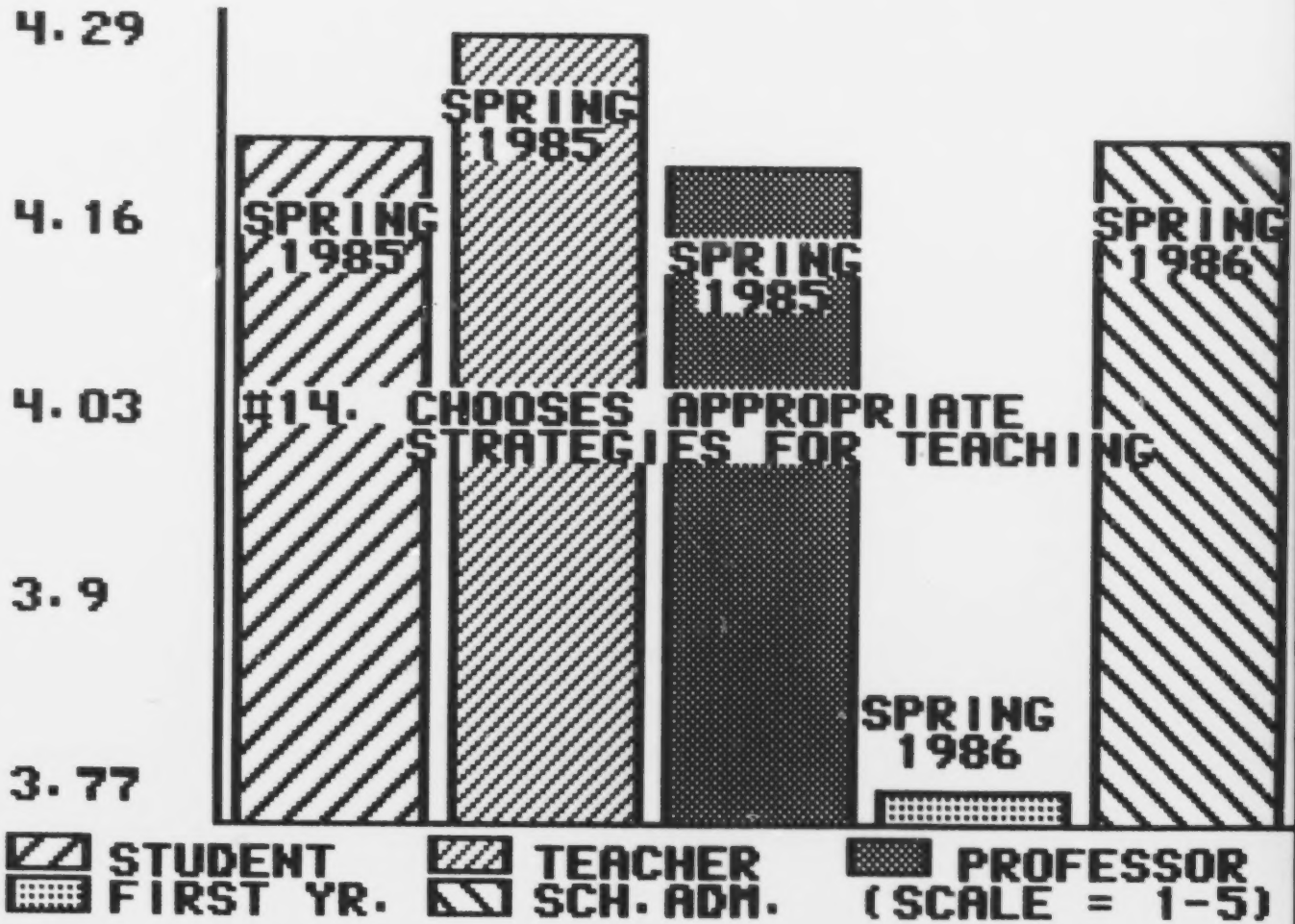

4.81
4.702
4.595
4.487
4.38
#9. PARTICIPATES IN SCHOOL ACTIVITIES
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

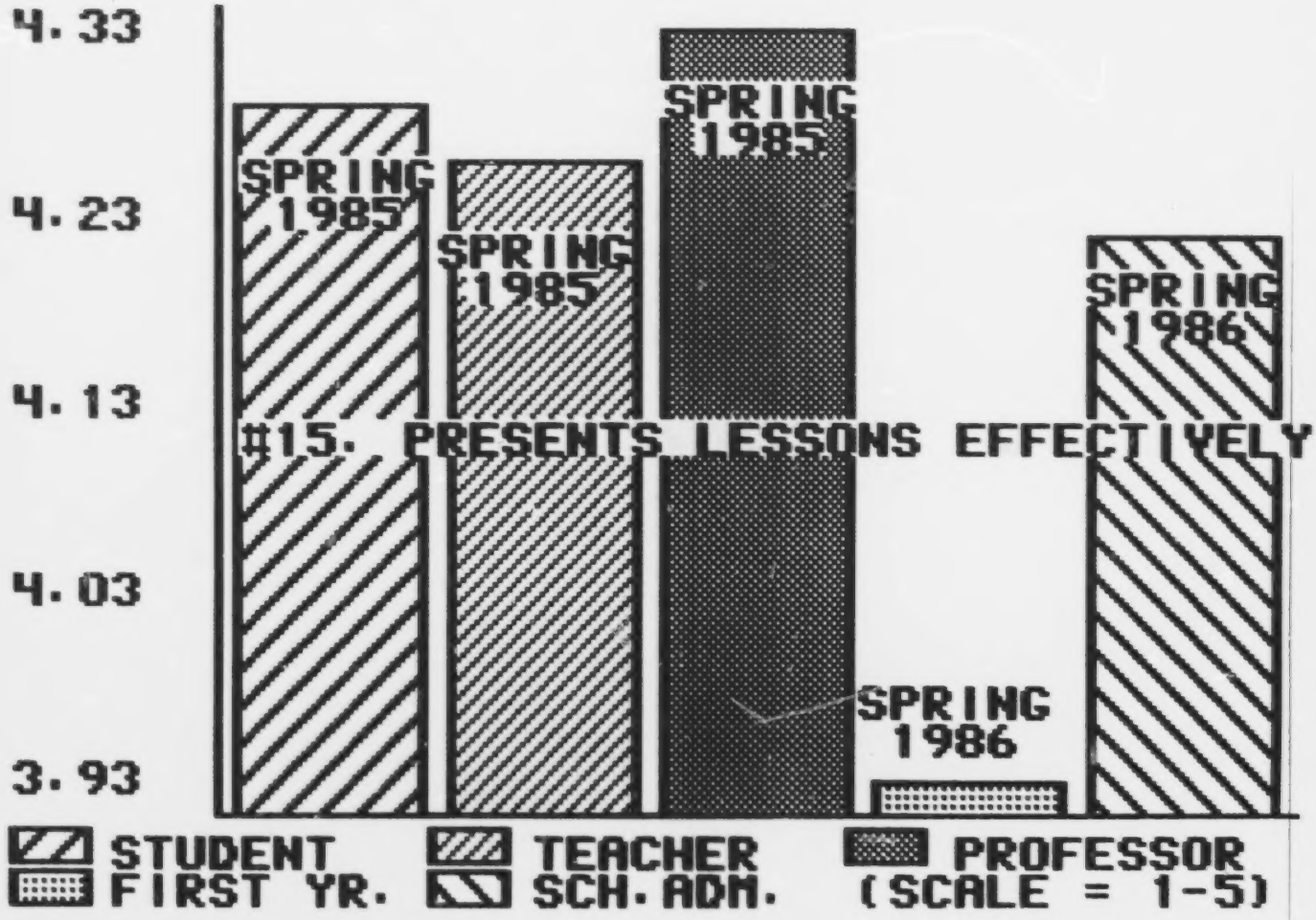

4.68
4.457
4.235
4.012
3.79
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#10. USES APPROPRIATE RESOURCES FOR DEVELOPMENT OF LESSONS
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

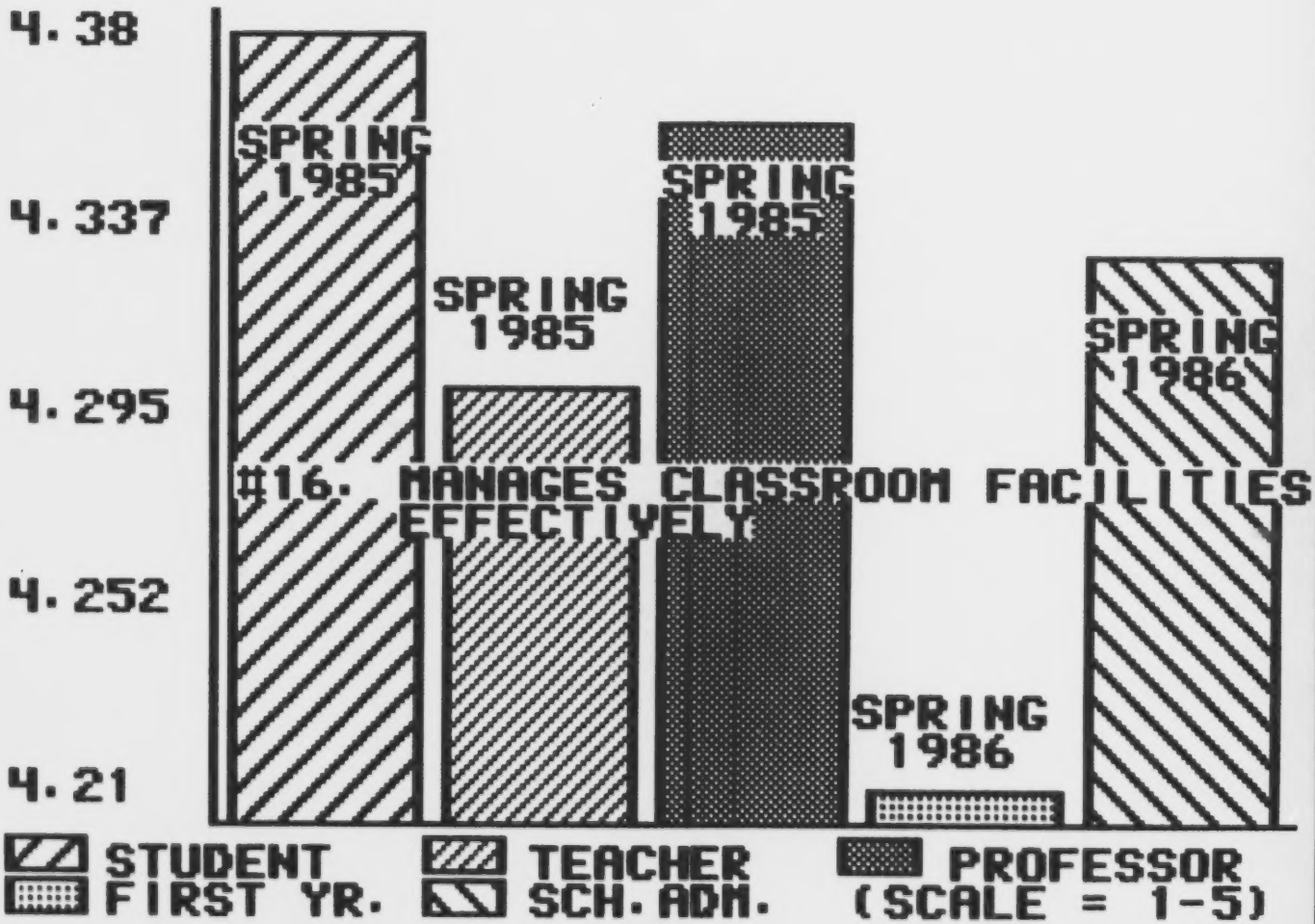

4.47
4.387
4.305
4.222
4.14
#11. DETERMINES STUDENT NEEDS AND INTERESTS
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

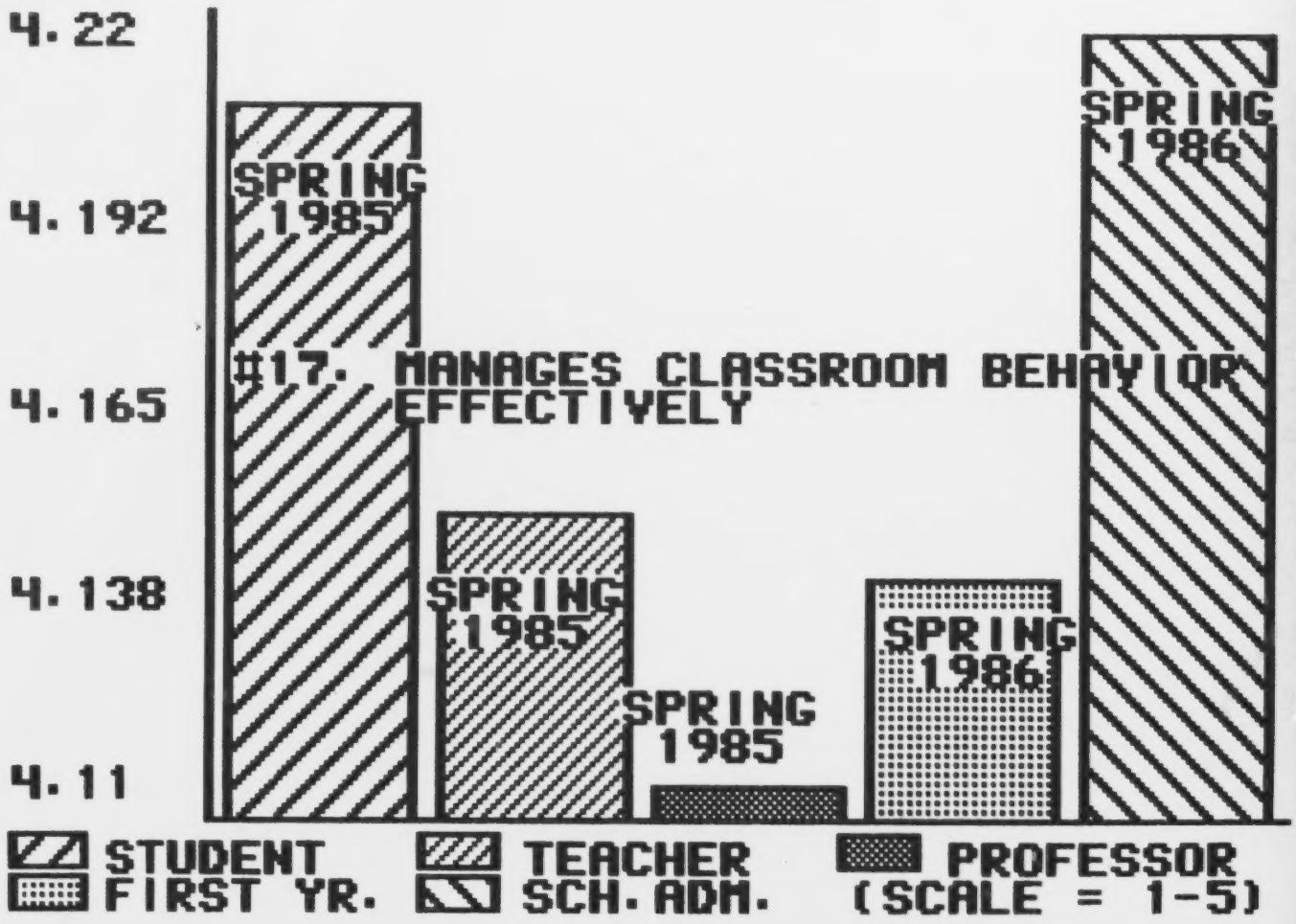

4.45
4.338
4.225
4.113
4.
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#12. DEVELOPS LONG-RANGE AND DAILY PLANS
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

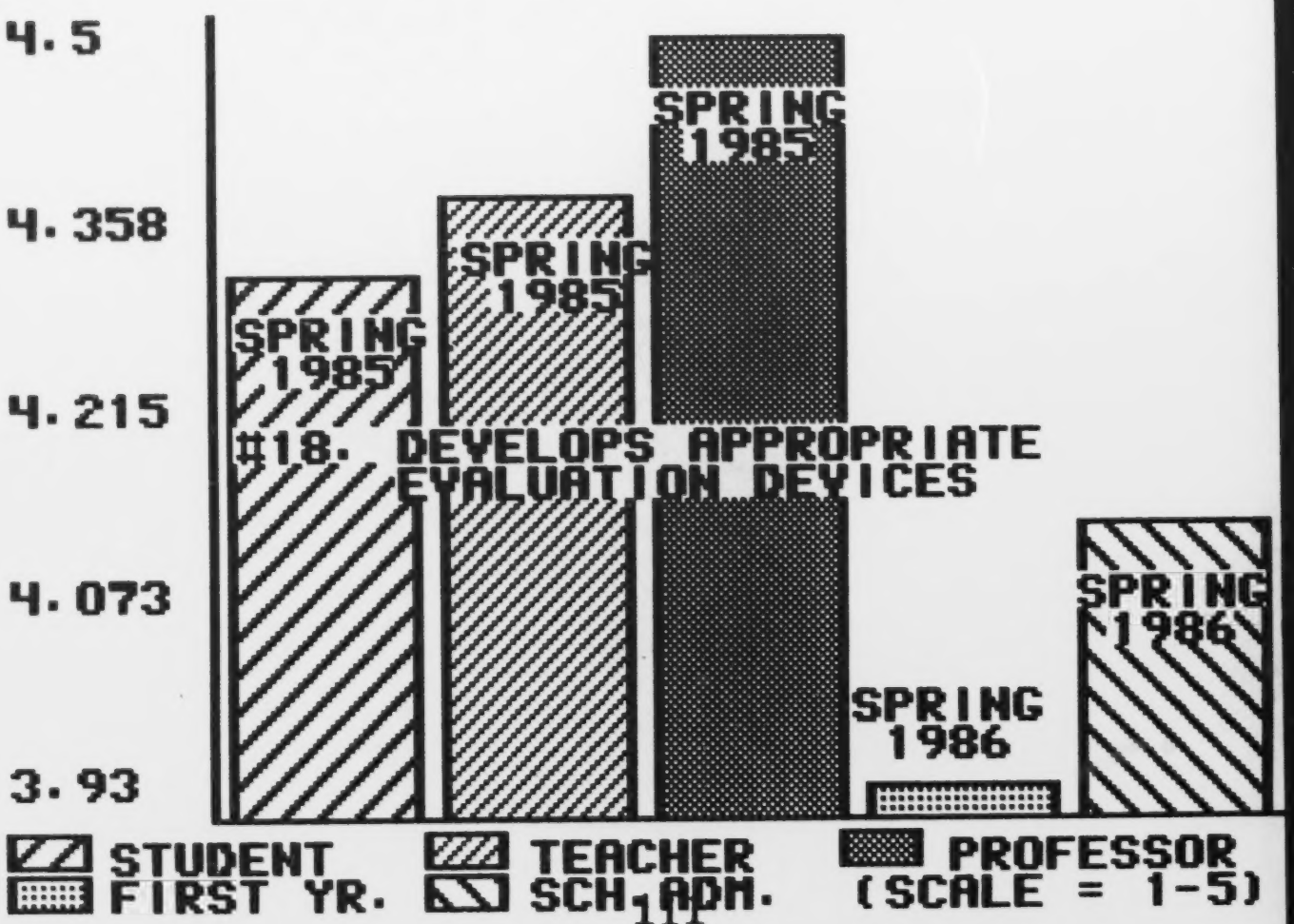

4.51
4.4
4.29
4.18
4.07
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#13. OBTAINS APPROPRIATE RESOURCES FOR TEACHING
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

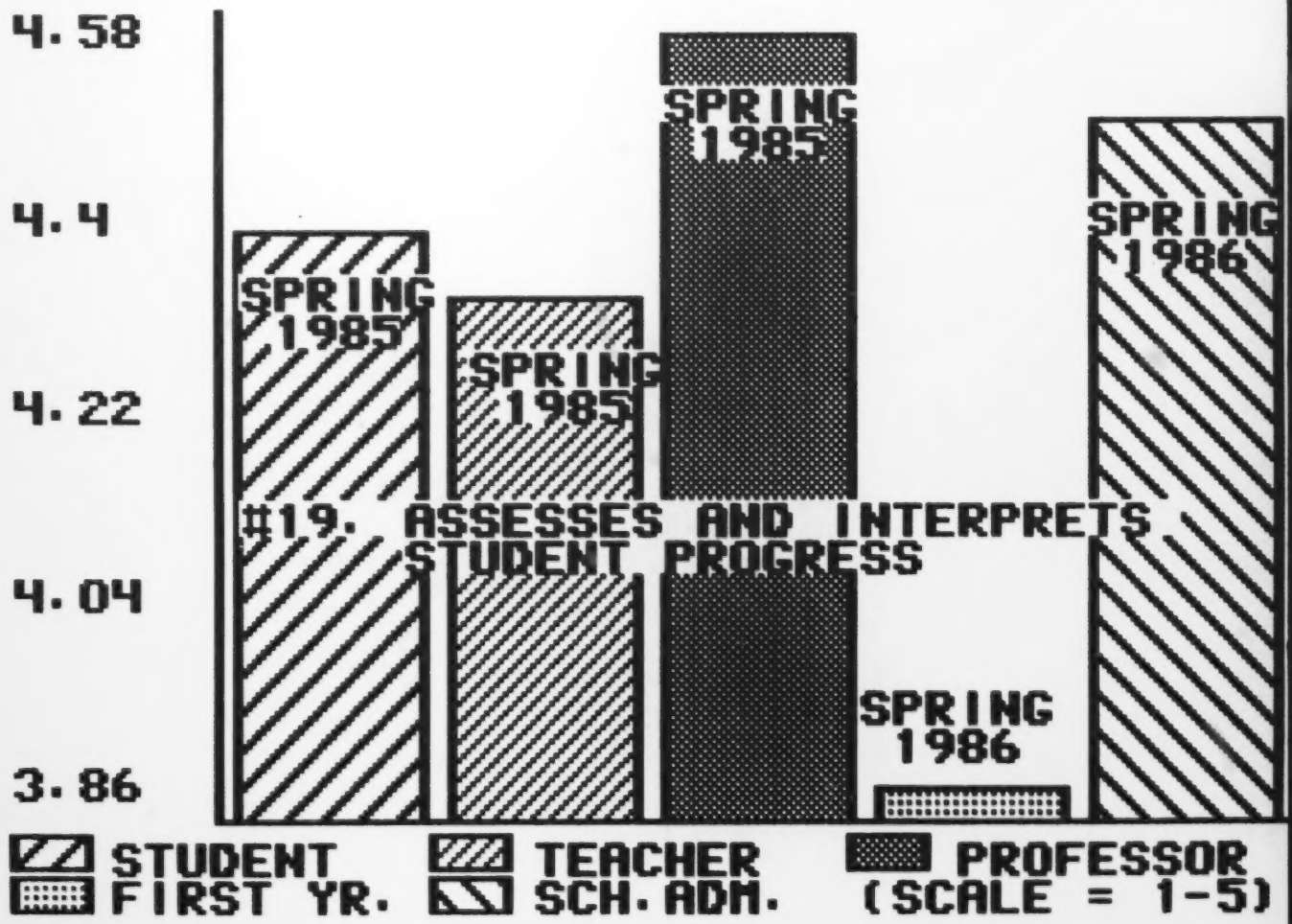

4.29
4.16
4.03
3.9
3.77
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#14. CHOOSES APPROPRIATE STRATEGIES FOR TEACHING
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

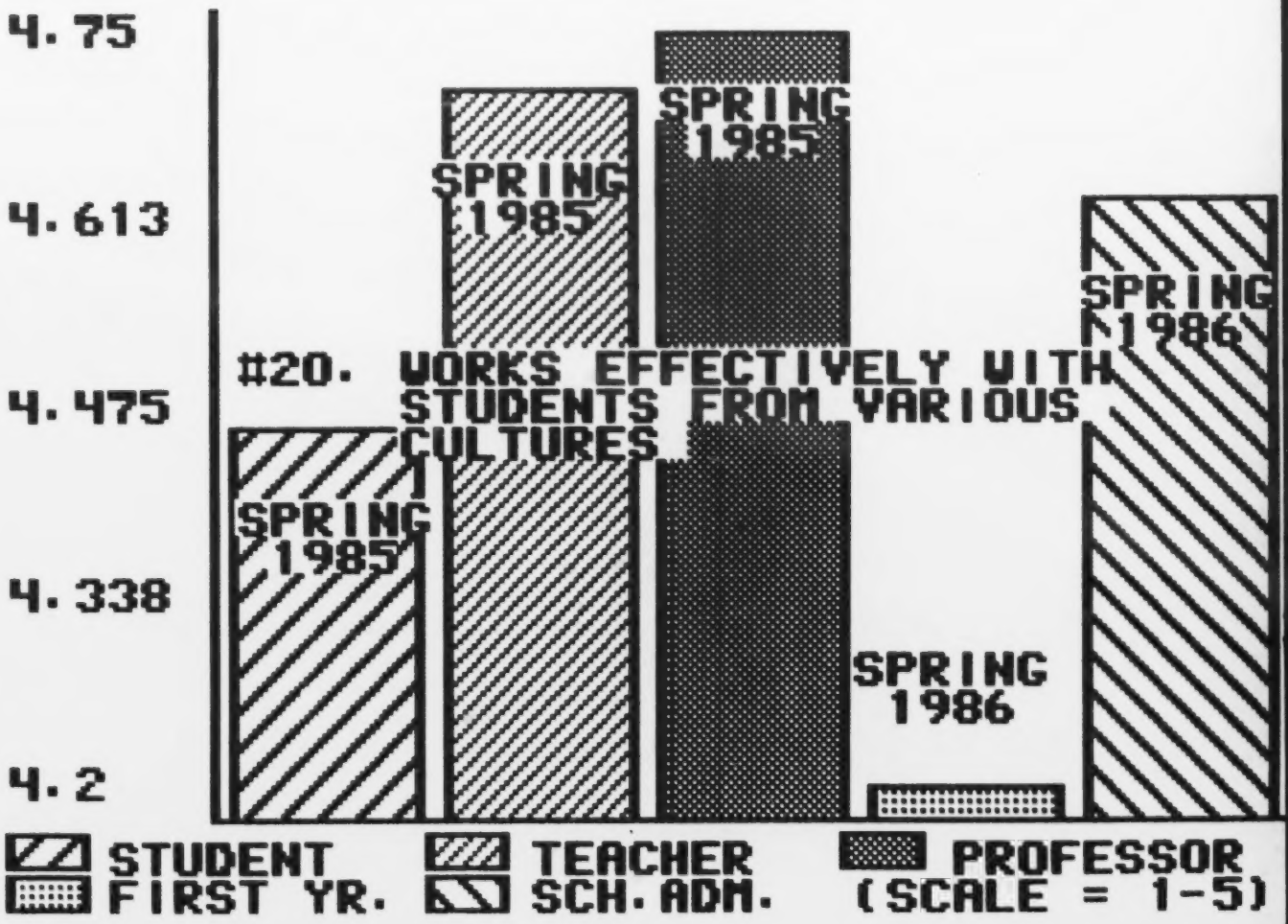

4.33
4.23
4.13
4.03
3.93
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#15. PRESENTS LESSONS EFFECTIVELY
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

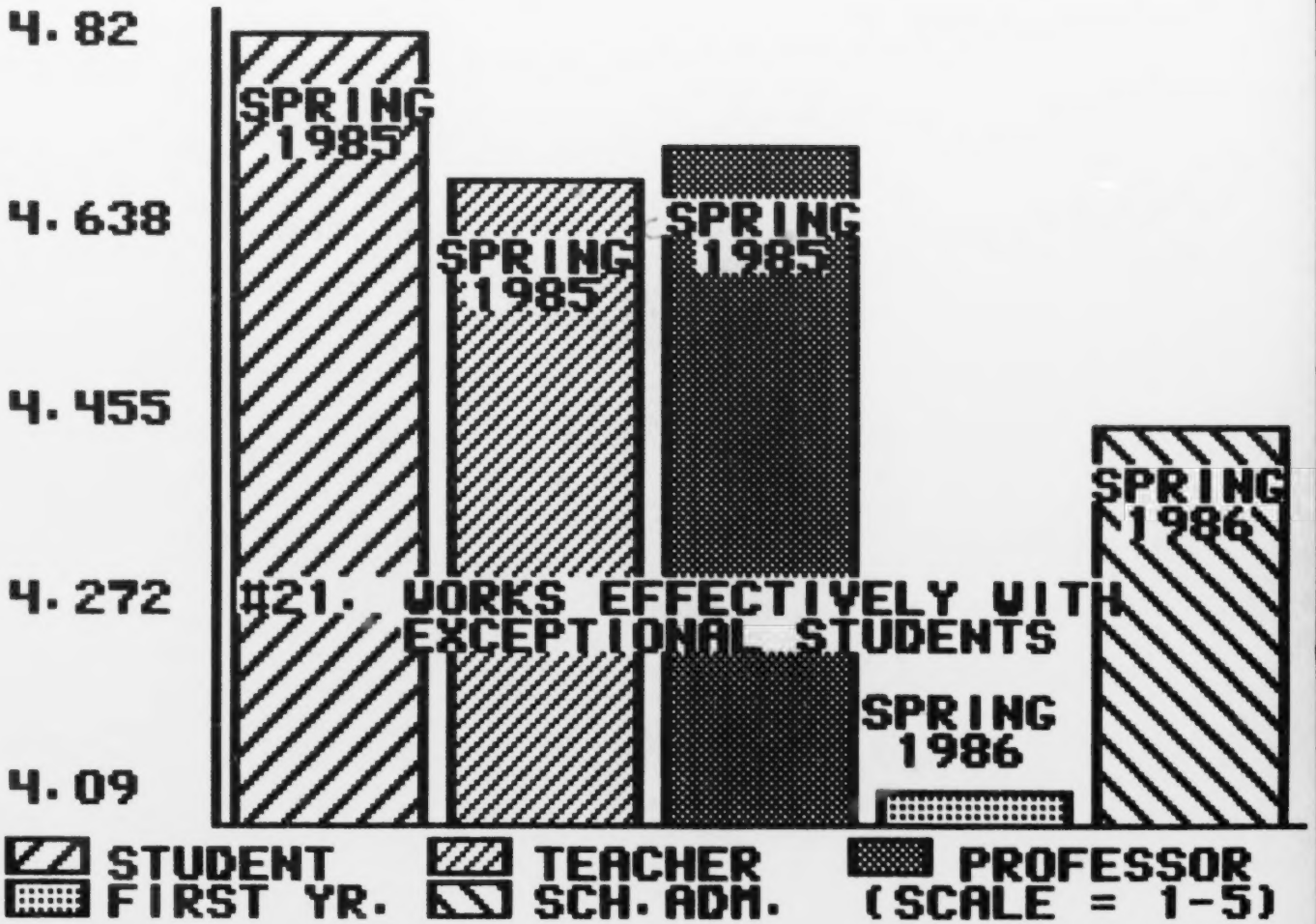

4.38
4.337
4.295
4.252
4.21
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#16. MANAGES CLASSROOM FACILITIES EFFECTIVELY
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)

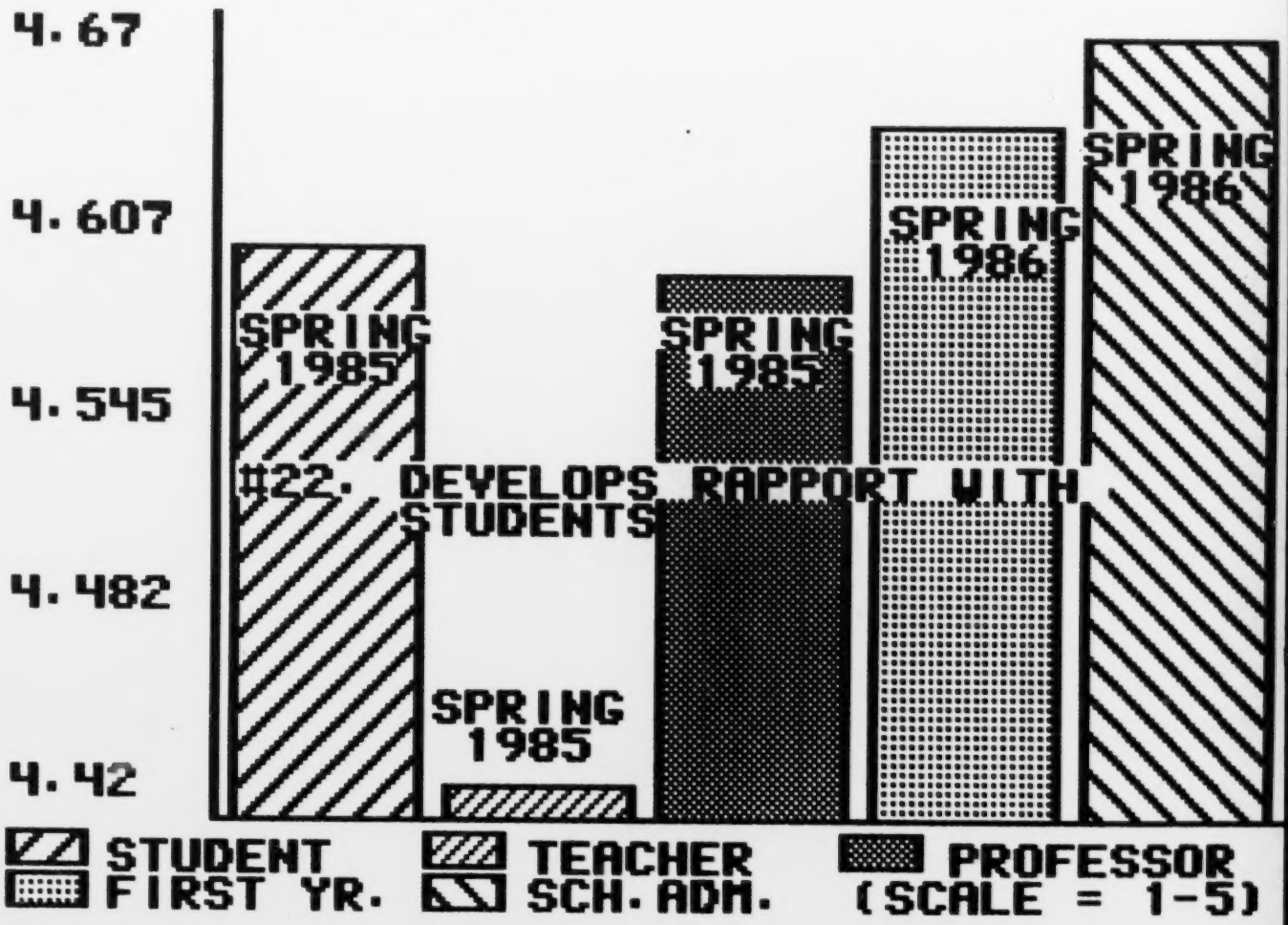

4.22
4.192
4.165
4.138
4.11
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#17. MANAGES CLASSROOM BEHAVIOR EFFECTIVELY
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

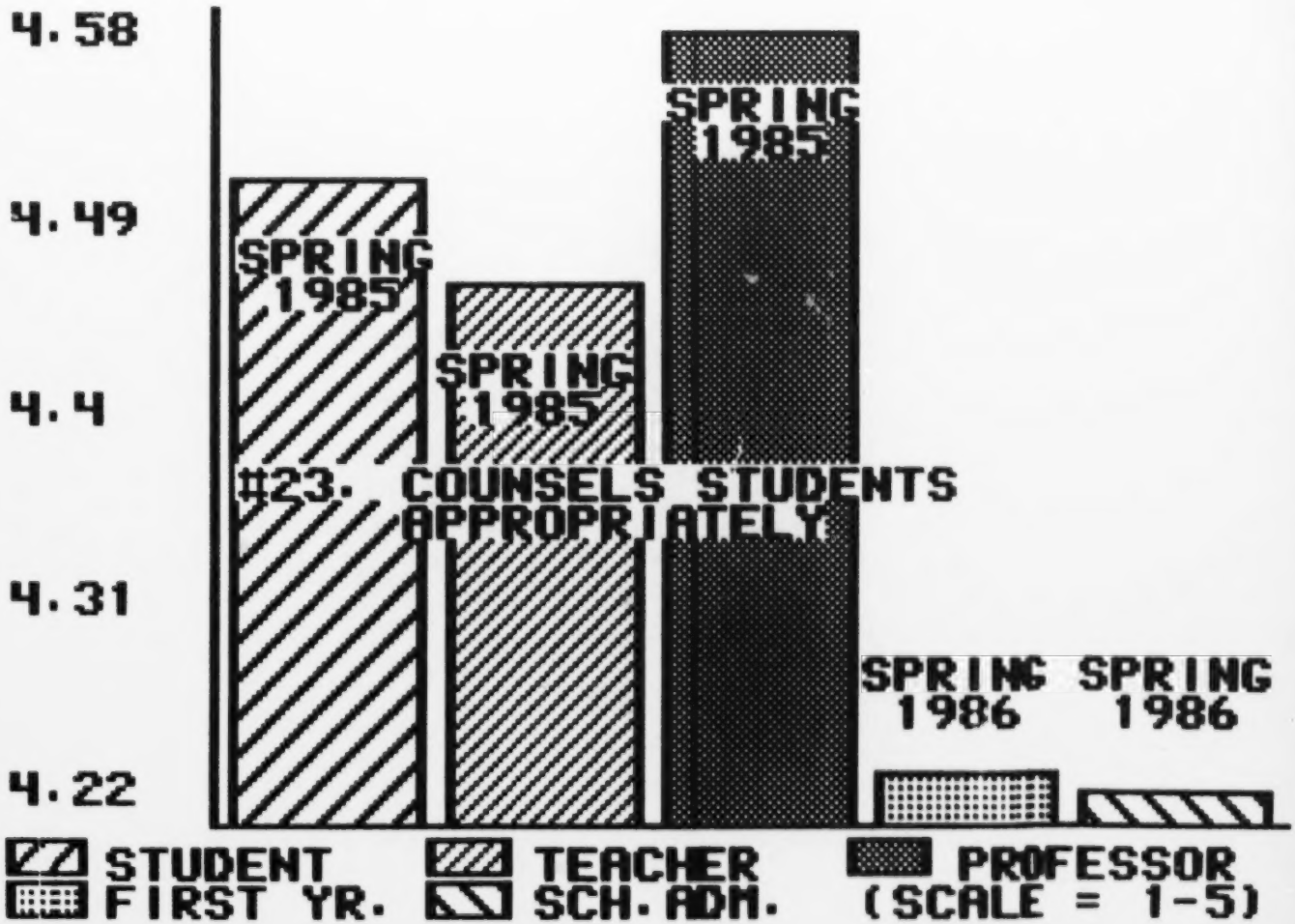

4.5
4.358
4.215
4.073
3.93
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#18. DEVELOPS APPROPRIATE EVALUATION DEVICES
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR (SCALE = 1-5)

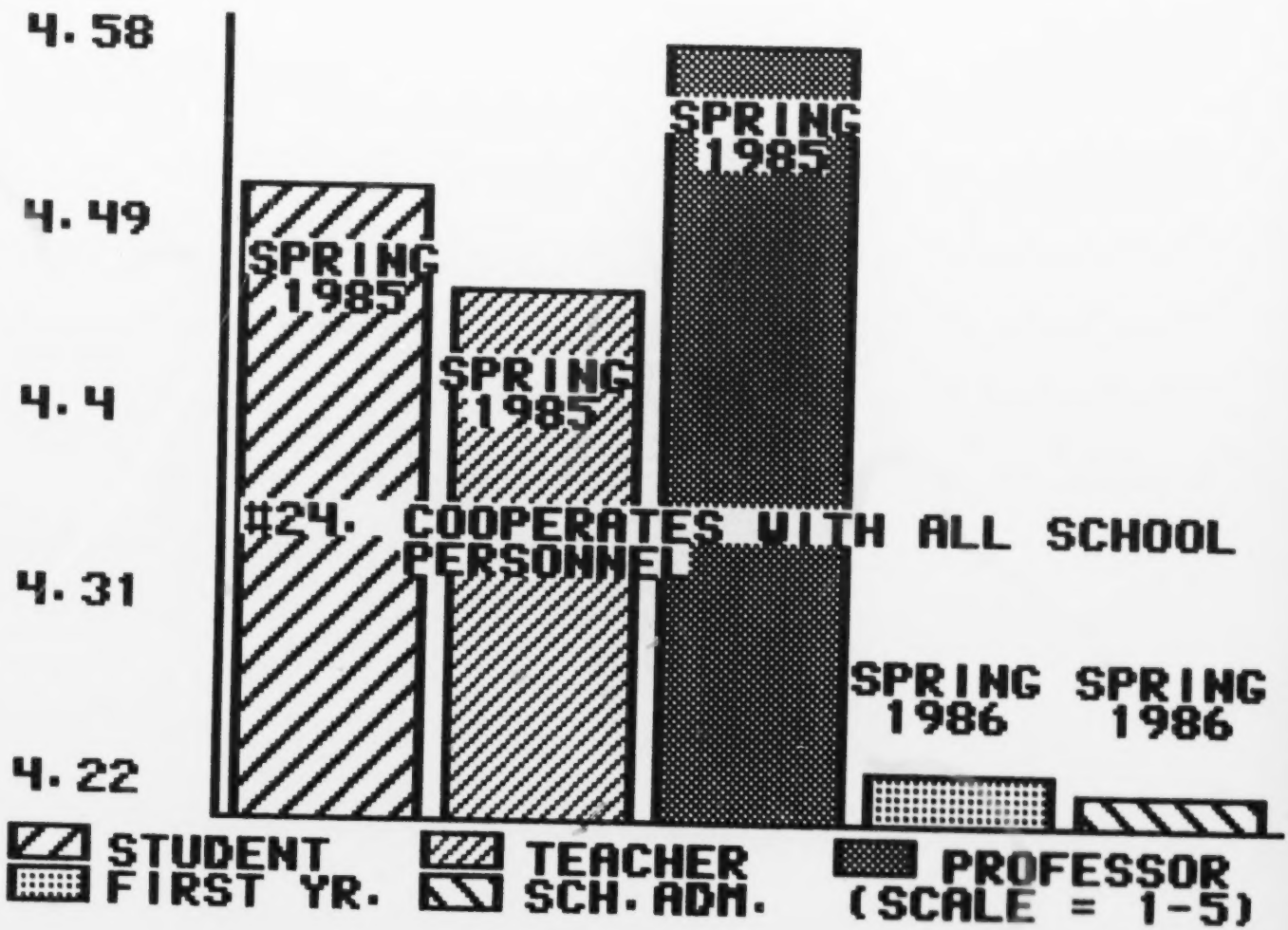

4.58
4.4
4.22
4.04
3.86
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#19. ASSESSES AND INTERPRETS STUDENT PROGRESS
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

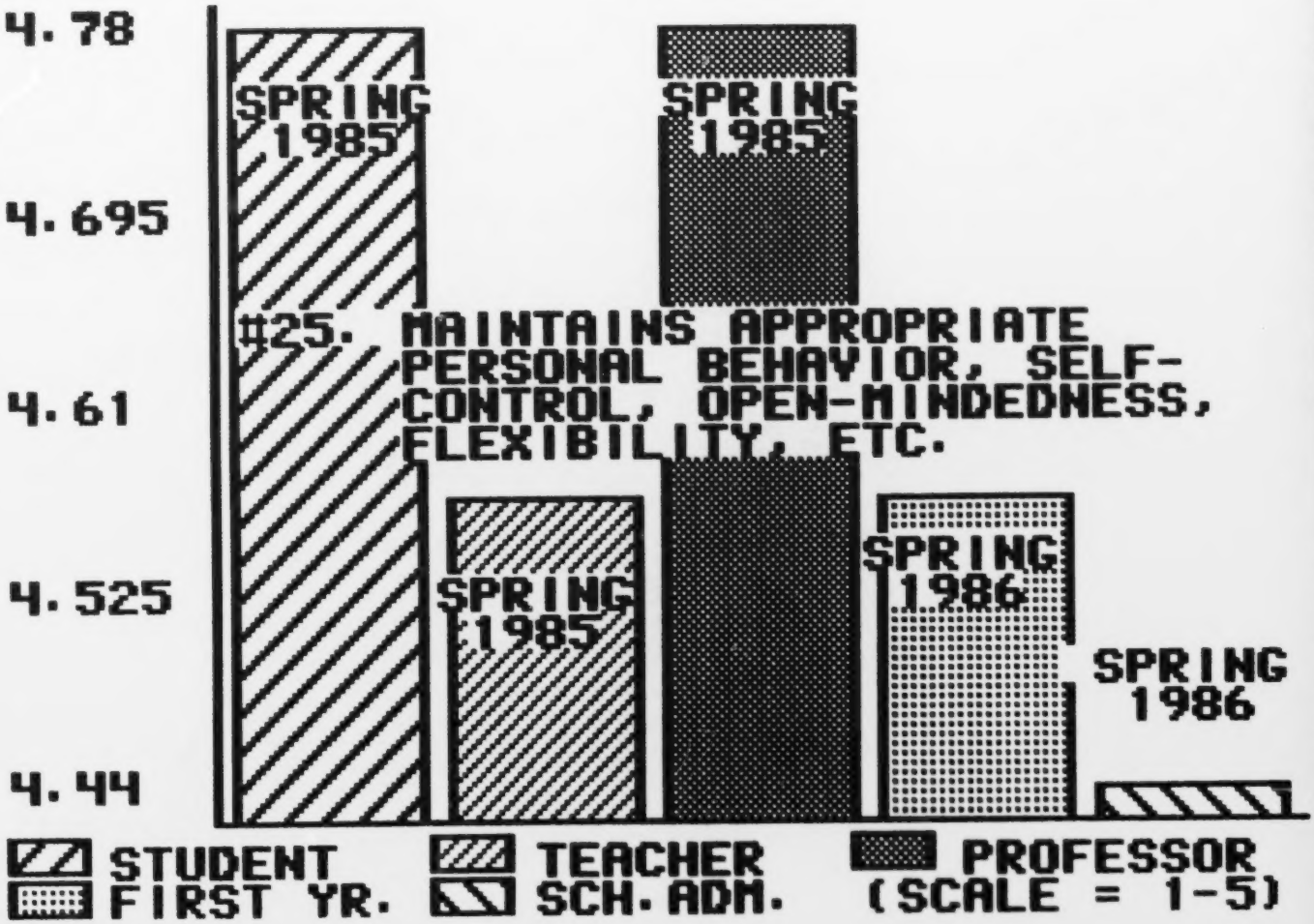

4.75
4.613
4.475
4.338
4.2
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
#20. WORKS EFFECTIVELY WITH STUDENTS FROM VARIOUS CULTURES
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.82
4.638
4.455
4.272
4.09
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
#21. WORKS EFFECTIVELY WITH EXCEPTIONAL STUDENTS
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.67
4.607
4.545
4.482
4.42
SPRING 1985
SPRING 1985
SPRING 1985
SPRING 1986
SPRING 1986
#22. DEVELOPS RAPPORT WITH STUDENTS
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.58
4.49
4.4
4.31
4.22
SPRING 1985
SPRING 1985
SPRING 1985
#23. COUNSELS STUDENTS APPROPRIATELY
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.58
4.49
4.4
4.31
4.22
SPRING 1985
SPRING 1985
SPRING 1985
#24. COOPERATES WITH ALL SCHOOL PERSONNEL
SPRING 1986
SPRING 1986
STUDENT FIRST YR.
TEACHER SCH. ADM.
PROFESSOR
(SCALE = 1-5)


4.78
4.695
4.61
4.525
4.44
SPRING 1985
SPRING 1985
#25. MAINTAINS APPROPRIATE PERSONAL BEHAVIOR, SELF-CONTROL, OPEN-MINDEDNESS, FLEXIBILITY, ETC.
SPRING 1985
SPRING 1986
SPRING 1986
STUDENT
FIRST YR.
TEACHER
SCH. ADM.
PROFESSOR
(SCALE = 1-5)

Conclusions

Based upon an analysis of the data, the following conclusions were derived relative to the competencies listed below:

1. Practice Professional Ethics

   University supervisors expressed very high ratings. The student teachers, cooperating teachers, and the principals of the first year teachers were nearly in agreement. The lowest rating was obtained from the first year teachers. However, all ratings were very good.

2. Maintain Enthusiasm for Teaching

   The highest ratings were awarded by the student teachers, university supervisors, cooperating teachers and principals. A lower but still a good rating was also expressed by the first year teachers.

3. Confidence in Ability to Teach

   The first year teacher tended to rate himself/herself a lower than the high ratings perceived by the other groups involved in assessing this competency.

4. Maintain Professional Appearance

   The highest rating was obtained from the university supervisors. However, other very good

ratings that were also very similar, were obtained from the student teachers, the first year teachers and the principals. The lowest rating was obtained from the cooperating teachers. Never-the-less, this rating of 4.46 was very good.

5. Communicate Effectively in Classroom

The highest rating was awarded by the principals of the first year teachers. Likewise, positive ratings were perceived by every group with the lowest of these good ratings coming from the cooperating teachers and the first year teachers.

6. Participate in Professional Associations

Several groups did not respond to this competence. Thus, reflecting very little participation in a professional organization during the time spent in the teacher preparation program. The first year teachers rated this competency significantly lower than the other groups involved in the study.

7. Request, Accept, and Profit from Suggestions

Since high ratings were awarded by each of the respective groups, this competence appeared to be effectively addressed by the teacher preparation program.

8. Practice Punctuality

The highest rating was given by the university supervisors, and the lowest by the cooperating teachers. However, all ratings indicated competence in practicing punctuality.

9. Participate in School Activities

All ratings were very good, with the lowest rating coming from the cooperating teachers.

10. Use Appropriate Resources for Development of Lessons

The lowest rating by the first year teachers reflected some concern relative to the use of appropriate resources for the development of lessons. However, all other groups perceived a strength in regards to this competency.

11. Determine Student Needs and Interests

The university supervisors and the principals expressed a high rating relative to the competency of determining student needs and interests. All the ratings were also good with the lowest Mean value coming from the first year teacher.

12. Develop Long-Range and Daily Plans

The first year teachers rated themselves significantly lower than the other groups concerning the competencies related to the development of long-range and daily plans. Yet

their rating of 4.0 was still good when compared to the ratings expressed by the other groups.

13. Obtain Appropriate Resources for Teaching

The first year teachers' ratings were once again lower than the Mean value derived from them as student teachers. Yet, the rating was still good with a Mean value of 4.07 on a 5 point scale. All other groups also had very good ratings in regards to the competency of obtaining appropriate resources for teaching.

14. Choose Appropriate Strategies for Teaching

The student teaching experience was characterized by high ratings from the cooperating teacher, student teachers, university supervisors and the principals. Again, as a first year teacher, these same individuals provided a Mean value significantly less than the value derived during their student teaching.

15. Present Lessons Effectively

All groups were well above average in their perceptions of this competency except for the first year teachers which reflected some concern in this regards.

16. Manage Classroom Facilities Effectively

Managing classroom facilities effectively was a competence that received relatively high ratings from all groups. The lowest Mean value was the 4.21 rating secured from the first year teachers.

17. Manage Classroom Behavior Effectively

The ratings were good, however, the first year teachers tended to rate themselves a little lower than the rating expressed by themselves during the student teaching experience. The lowest Mean value of 4.11 was derived from the university supervisors.

18. Develop Appropriate Evaluation Devices

The first year teachers perceived the need for greater competence concerning the development of appropriate devices for evaluation.

19. Assess and Interpret Student Progress

The first year teachers also reflected the need to have greater competence in interpreting student progress. However, the other groups involved in the study did not express this concern.

20. Work Effectively With Students From Various Cultures

Undergraduates who had an opportunity to work with students from various cultures were successful in their efforts. However, a significant number of

undergraduates were not provided an opportunity to perform this competence. However, good ratings were expressed by those individuals who did respond. The lowest Mean value of 4.2 was derived from the first year teachers.

21. Work Effectively With Exceptional Students

A very significant number of undergraduates reported that they had no opportunity to work with exceptional students. All other groups agreed with the undergraduates. Some had significant experiences and very good ratings were awarded respectively by each of the groups. The lowest Mean value of 4.09 was obtained from the first year teachers.

22. Develop Rapport With Students

All groups were rated high in the competency of developing rapport with students. The teacher preparation program appeared successful in developing this competency. The lowest Mean value of 4.42 was obtained from the cooperating teachers.

23. Counsel Students Appropriately

All groups perceived the student teacher as having competence in this area. the principal of the first year teacher had the lowest of these very good ratings.

24. Cooperate With All School Personnel

All groups presented a high rating in the competency of cooperating with all school personnel. The preparation program appeared to have been successful in the development of this competency. The lowest of these high values were submitted by the principals and the first year teachers.

25. Maintain Appropriate Personal Behavior, Self-Control, Open-Mindedness, Flexibility

The teacher preparation program has also been successful in developing the competencies relative to maintaining appropriate personal behavior, self-control, open-mindedness, and flexibility. All groups indicated a high rating relative to this competency.

APPENDIX A

PERCENTILE RANKS OF MEAN VALUES DERIVED FOR EACH COMPETENCY INVOLVED IN THE FOLLOW-UP STUDY OF STUDENT TEACHERS OF FALL 1984 AND SPRING, 1985 AS FIRST YEAR TEACHERS DURING THE 1985-86 SCHOOL YEAR

PERCENTILE RANK OF MEAN VALUES DERIVED FROM STUDENT TEACHERS DURING FALL, 1984 RELATIVE TO THEIR SELF EVALUATION

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.87	98	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.85	94	Cooperates with all school personnel
4.79	90	Participates in school activities
4.77	86	Requests, accepts, and profits from suggestions
4.75	82	Works effectively with exceptional students
4.73	78	Maintains professional appearance
4.69	74	Develops rapport with students
4.67	70	Uses appropriate resources for development of lessons
4.63	64	Practices punctuality
4.63	64	Manages classroom facilities effectively
4.61	58	Works effectively with students from various cultures
4.60	54	Confidence in ability to teach
4.57	48	Maintains enthusiasm for teaching
4.57	48	Assesses and interprets student progress
4.52	42	Obtains appropriate resources for teaching
4.48	38	Develops long-range and daily plans
4.44	34	Develops appropriate evaluation devices
4.43	28	Presents lessons effectively
4.43	28	Counsels students appropriately
4.35	22	Chooses appropriate strategies for teaching
4.30	16	Practices professional ethics
4.30	16	Communicates effectively in the classroom
4.29	10	Determines student needs and interests
4.20	6	Participates in professional organization
4.17	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES DERIVED FROM COOPERATING TEACHERS RELATIVE TO THE STUDENT TEACHER DURING FALL, 1984

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.81	98	Cooperates with all school personnel
4.76	94	Participates in school activities
4.74	88	Practices professional ethics
4.74	88	Works effectively with students from various cultures
4.70	82	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.68	78	Practices punctuality
4.65	74	Uses appropriate resources for development of lessons
4.62	70	Develops rapport with students
4.60	66	Works effectively with exceptional students
4.59	62	Requests, accepts, and profits from suggestions
4.56	58	Maintains professional appearance
4.53	50	Maintains enthusiasm for teaching
4.53	50	Participates in professional organization
4.53	50	Develops long-range and daily plans
4.52	42	Develops appropriate evaluation devices
4.50	36	Obtains appropriate resources for teaching
4.50	36	Presents lessons effectively
4.47	30	Assesses and interprets student progress
4.43	26	Counsels students appropriately
4.41	22	Chooses appropriate strategies for teaching
4.38	16	Confidence in ability to teach
4.38	16	Communicates effectively in the classroom
4.36	10	Manages classroom facilities effectively
4.30	6	Determines student needs and interests
4.18	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES DERIVED FROM UNIVERSITY SUPERVISORS RELATIVE TO THE STUDENT TEACHER OF FALL, 1984

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.84	96	Participates in school activities
4.84	96	Works effectively with students from various cultures
4.80	90	Cooperates with all school personnel
4.68	86	Works effectively with exceptional students
4.67	82	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.66	74	Practices professional ethics
4.66	74	Requests, accepts, and profits from suggestions
4.66	74	Practices punctuality
4.60	66	Develops rapport with students
4.57	62	Maintains enthusiasm for teaching
4.54	58	Counsels students appropriately
4.52	54	Manages classroom facilities effectively
4.47	50	Confidence in ability to teach
4.45	46	Uses appropriate resources for development of lessons
4.40	38	Obtains appropriate resources for teaching
4.40	38	Presents lessons effectively
4.40	38	Manages classroom behavior effectively
4.39	30	Maintains professional appearance
4.33	26	Assesses and interprets student progress
4.30	22	Chooses appropriate strategies for teaching
4.23	18	Develops appropriate evaluation devices
4.17	14	Communicates effectively in the classroom
4.13	10	Develops long-range and daily plans
4.10	6	Determines student needs and interests
4.00	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES FOR SPRING, 1985
STUDENT TEACHERS EVALUATION OF SELF

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.82	98	Works effectively with exceptional students
4.80	94	Cooperates with all school personnel
4.78	90	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.68	86	Uses appropriate resources for development of lessons
4.64	80	Practices professional ethics
4.64	80	Maintains enthusiasm for teaching
4.60	70	Maintains professional appearance
4.60	70	Requests, accepts, and profits from suggestions
4.60	70	Develops rapport with students
4.56	62	Practices punctuality
4.51	58	Counsels students appropriately
4.50	54	Participates in school activities
4.46	48	Obtains appropriate resources for teaching
4.46	48	Works effectively with students from various cultures
4.45	40	Confidence in ability to teach
4.45	40	Develops long-rang and daily plans
4.39	34	Assesses and interprets student progress
4.38	30	Manages classroom facilities effectively
4.32	24	Determines student needs and interests
4.32	24	Develops appropriate evaluation devices
4.29	18	Presents lessons effectively
4.24	14	Communicates effectively in the classroom
4.22	10	Chooses appropriate strategies for teaching
4.21	6	Manages classroom behavior effectively
4.00	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES FOR SPRING, 1985
STUDENT TEACHERS AS ASSESSED BY COOPERATING TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.72	98	Cooperates with all school personnel
4.71	94	Works effectively with students from various cultures
4.68	90	Works effectively with exceptional students
4.57	84	Practices professional ethics
4.57	84	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.53	76	Requests, accepts, and profits from suggestions
4.53	76	Uses appropriate resources for development of lessons
4.46	68	Maintains professional appearance
4.46	68	Counsels students appropriately
4.44	62	Participates in professional organization
4.43	58	Maintains enthusiasm for teaching
4.42	54	Develops rapport with students
4.39	50	Obtains appropriate resources for teaching
4.38	42	Practices punctuality
4.38	42	Participates in school activities
4.38	42	Develops appropriate evaluation devices
4.33	34	Assesses and interprets student progress
4.30	30	Manages classroom facilities effectively
4.26	26	Presents lessons effectively
4.24	22	Chooses appropriate strategies for teaching
4.22	18	Determines student needs and interests
4.17	12	Confidence in ability to teach
4.17	12	Develops long-range and daily plans
4.15	6	Manages classroom behavior effectively
4.13	2	Communicates effectively in the classroom

PERCENTILE RANK OF MEAN VALUES DERIVED FROM
RATINGS OF UNIVERSITY SUPERVISORS OF SPRING, 1985
STUDENT TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.90	96	Practices professional ethics
4.90	96	Practices punctuality
4.82	90	Requests, accepts, and profits from suggestions
4.81	86	Participates in school activities
4.80	82	Cooperates with all school personnel
4.78	78	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.75	74	Works effectively with students from various cultures
4.71	70	Works effectively with exceptional students
4.61	66	Maintains professional appearance
4.60	62	Maintains enthusiasm for teaching
4.59	58	Develops rapport with students
4.58	52	Assesses and interprets student progress
4.58	52	Counsels students appropriately
4.56	46	Uses appropriate resources for development of lessons
4.51	42	Obtains appropriate resources for teaching
4.50	36	Participates in professional organization
4.50	36	Develops appropriate evaluation devices
4.47	30	Determines student needs and interests
4.42	26	Develops long-range and daily plans
4.36	20	Confidence in ability to teach
4.36	20	Manages classroom facilities effectively
4.33	14	Presents lessons effectively
4.29	10	Communicates effectively in classroom
4.20	6	Chooses appropriate strategies for teaching
4.11	2	Manages classroom behavior effectively

PERCENTILE RANK OF MEAN VALUES FOR THE SPRING, 1986 FIRST YEAR TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.64	96	Practices punctuality
4.64	96	Develops rapport with students
4.57	88	Maintains professional appearance
4.57	88	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.50	78	Requests, accepts, and profits from suggestions.
4.50	78	Participates in school activities
4.50	78	Cooperates with all school personnel
4.43	70	Practices professional ethics
4.29	66	Maintains enthusiasm for teaching
4.23	62	Counsels students appropriately
4.21	58	Manages classroom facilities effectively
4.20	54	Works effectively with students from various cultures
4.14	46	Communicates effectively in the classroom
4.14	46	Determines student needs and interests
4.14	46	Manages classroom behavior effectively
4.09	38	Works effectively with exceptional students
4.07	34	Obtains appropriate resources for teaching
4.00	28	Confidence in ability to teach
4.00	28	Develops long-range and daily plans
3.93	20	Presents lessons effectively
3.93	20	Develops appropriate evaluation devices
3.86	14	Assesses and interprets student progress
3.79	10	Uses appropriate resources for development of lessons
3.77	6	Chooses appropriate strategies for teaching
3.08	2	Participates in professional organization

PERCENTILE RANK OF MEAN VALUES DERIVED FROM PRINCIPALS OF SPRING, 1986 FIRST YEAR TEACHERS

MEAN VALUE	PERCENTILE RANK	DESCRIPTION OF COMPETENCY
4.78	98	Cooperates with all school personnel
4.75	94	Participates in school activities
4.67	90	Develops rapport with students
4.63	86	Works effectively with students from various cultures
4.56	72	Practices professional ethics
4.56	72	Maintains enthusiasm for teaching
4.56	72	Maintains professional appearance
4.56	72	Communicates effectively in the classroom
4.56	72	Requests, accepts, and profits from suggestions
4.56	72	Practices punctuality
4.50	56	Participates in professional organization
4.50	56	Assesses and interprets student progress
4.44	46	Determines student needs and interests
4.44	46	Works effectively with exceptional students
4.44	46	Maintains appropriate personal behavior, self-control, open-mindedness, flexibility, etc.
4.33	34	Confidence in ability to teach
4.33	34	Uses appropriate resources for the development of lessons
4.33	34	Manages classroom facilities effectively
4.22	16	Develops long-range and daily plans
4.22	16	Obtains appropriate resources for teaching
4.22	16	Chooses appropriate strategies for teaching
4.22	16	Presents lessons effectively
4.22	16	Manages classroom behavior effectively
4.22	16	Counsels students appropriately
4.13	2	Develops appropriate evaluation devices

APPENDIX B

THE FOLLOW-UP PERFORMANCE RATING SCALES UTILIZED IN THE STUDY

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

Directions: In order to evaluate your performance during student teaching, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not perform a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility, etc.						

(mments

_____
Student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

DIRECTIONS: Rate the Student Teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development						
11. Determine student needs and interests						
12. Develop long range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility etc.						

Comments

_____
Cooperating Teacher

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE FOR STUDENT TEACHERS

Name_____School District_____Building_____
Assignment: Subject_____Grade Level_____
University Supervisor_____Supervising Teacher_____

DIRECTIONS: Rate the Student Teacher's performance on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the student teacher in a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in the ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
21. Work effectively with exceptional students						
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self-control, open-mindedness, flexibility, etc.						

Comments

_____
University Supervisor

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____

Assignment: Subject_____Grade Level_____

Directions: In order to evaluate your readiness for assuming the responsibility to teach, please rate your competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics	___	___	___	___	___	___
2. Maintain enthusiasm for teaching	___	___	___	___	___	___
3. Confidence in ability to teach	___	___	___	___	___	___
4. Maintain professional appearance	___	___	___	___	___	___
5. Communicate effectively in classroom	___	___	___	___	___	___
6. Participate in professional organization	___	___	___	___	___	___
7. Request, accept, and profit from suggestions	___	___	___	___	___	___
8. Practice punctuality	___	___	___	___	___	___
9. Participate in school activities	___	___	___	___	___	___
B. Instructional Competence	**1**	**2**	**3**	**4**	**5**	**NA**
10. Use appropriate resources for development of lessons	___	___	___	___	___	___
11. Determine student needs and interests	___	___	___	___	___	___
12. Develop long-range and daily plans	___	___	___	___	___	___
13. Obtain appropriate resources for teaching	___	___	___	___	___	___
14. Choose appropriate strategies for teaching	___	___	___	___	___	___
15. Present lessons effectively	___	___	___	___	___	___
16. Manage classroom facilities effectively	___	___	___	___	___	___
17. Manage classroom behavior effectively	___	___	___	___	___	___
18. Develop appropriate evaluation devices	___	___	___	___	___	___
19. Assess and interpret student progress	___	___	___	___	___	___
20. Work effectively with students from various cultures	___	___	___	___	___	___
21. Work effectively with exceptional students	___	___	___	___	___	___
C. Interpersonal Competence	**1**	**2**	**3**	**4**	**5**	**NA**
22. Develop rapport with students	___	___	___	___	___	___
23. Counsel students appropriately	___	___	___	___	___	___
24. Cooperate with all school personnel	___	___	___	___	___	___
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.	___	___	___	___	___	___

Comments

_____
Ex-student's Signature

WASHBURN UNIVERSITY
FOLLOW-UP PERFORMANCE RATING SCALE

Name_____School District_____Building_____

Assignment: Subject_____Grade Level_____

Directions: In order to evaluate the Teacher's readiness to assume the responsibility of teaching, please rate his/her competence on the following items. Use a scale of 1 to 5, with 1 indicating incompetence and 5 indicating total competence. Check the column labeled NA if you did not observe the first year teacher performing a particular competency.

A. Professional Competence	1	2	3	4	5	NA
1. Practice professional ethics						
2. Maintain enthusiasm for teaching						
3. Confidence in ability to teach						
4. Maintain professional appearance						
5. Communicate effectively in classroom						
6. Participate in professional organization						
7. Request, accept, and profit from suggestions						
8. Practice punctuality						
9. Participate in school activities						

B. Instructional Competence	1	2	3	4	5	NA
10. Use appropriate resources for development of lessons						
11. Determine student needs and interests						
12. Develop long-range and daily plans						
13. Obtain appropriate resources for teaching						
14. Choose appropriate strategies for teaching						
15. Present lessons effectively						
16. Manage classroom facilities effectively						
17. Manage classroom behavior effectively						
18. Develop appropriate evaluation devices						
19. Assess and interpret student progress						
20. Work effectively with students from various cultures						
21. Work effectively with exceptional students						

C. Interpersonal Competence	1	2	3	4	5	NA
22. Develop rapport with students						
23. Counsel students appropriately						
24. Cooperate with all school personnel						
25. Maintain appropriate personal behavior, self control, open-mindedness, flexibility, etc.						

Comments

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Principal's Signature